

Tuesday 3 September				ALT Annual Conference 2024				
	Room	Activity	Session ID	Title	Topic	Authors	Format	Chair
08:30		Registration						
09:30	Dublin	Welcome and icebreaker						
10:00	Manchester Suite	Welcome address						
10:30	Manchester Suite	Opening keynote		Humane Education: Empathy in Policies, Places, and Platforms		Chris Friend		
11:30	Break							
12:00	Milano	Session 1	93	Harnessing the Power of Collaboration between Librarians and IT Professionals	Cultivating Collaboration	Matthew Weldon, Adam Snook	60 minute workshop	David White
12:00	Manchester	Session 1	34	Choose Your Own Adventure: Digital Assessment Edition	Inviting Improvement	Alison Gibson, Gemma Westwood, Helen Greetham, Alexandra Davenport, Halimat Abdulai	60 minute workshop	Laura Sheerman
12:00	Brussels	Session 1	15	Reimagining learning technology futures with speculative design: a hands-on workshop	Reviewing, Reflecting, Re-imagining	Matthew Moran	60 minute workshop	Alex Spiers
12:00	Dublin	Session 1	75	Bridging the Gap: Enhancing Technology-based Learning through Academic-Professional Collaboration	Cultivating Collaboration	Hebatallah Shoukry, Gule Saman, Nidhal Abdulaziz, Juliet Nwafor, Clare Thomson	60 minute workshop	Megan Kime
13:00	Lunch							
14:00	Manchester	Session 2	23	Safe Spaces to Succeed - Designing for the future states of higher education participation and engagement (a technological call to arms)	Reviewing, Reflecting, Re-imagining	Peter Bryant	30 minute research paper	Susan Martin
	Manchester	Session 2	38	Defining hybrid, hyflex, and blended learning: choice and parity	Reviewing, Reflecting, Re-imagining	Emily Nordmann, Barbora Hronska, Jill MacKay	30 minute research paper	
14:00	Dublin	Session 2	32	Enable the full cycle: A learning design platform that supports ideation through to iteration	Reviewing, Reflecting, Re-imagining	Matt Jenner	15 minute presentation	Asad Ghalib
	Dublin	Session 2	35	Practicing what you preach: Implementing a practical workbook approach in an online statistics course	Reviewing, Reflecting, Re-imagining	Ioana Macoveciuc, Tamara Montrose	15 minute presentation	
	Dublin	Session 2	89	Learning Collaboratively and Assessment Feedback: Perspectives from a Technology-Enhanced Platform in a University Undergraduate Course	Reviewing, Reflecting, Re-imagining	Asad Ghalib	15 minute presentation	
14:00	Milano	Session 2	12	Teacher-Student Dialogue in Synchronous Videoconferencing Environments: A Design-Based Research Study	Emerging research	Dongkeun Han	30 minute research paper	Adriana Wilde
	Milano	Session 2	16	Academic staff engagement with support for technology enhanced learning: A Faculty level perspective on the impact of the COVID19 pandemic.	Emerging research	Andrew Larner	30 minute research paper	
14:00	Brussels	Session 2	68	Peer Support for Dissertations in an Online Environment	Emerging research	Wenya Cheng, Lovleen Kushwah, Geethanjali Selvaretnam	30 minute research paper	Puiyin Wong
	Brussels	Session 2	83	Are there any professional development benefits in creating educational podcasts?	Emerging research	Puiyin Wong	30 minute research paper	
15:15	Break							
	Manchester	Session 3	53	Title: Developing an E-learning Resource for Palliative Care Education: A Feasibility Study.	Emerging research	Areej Alosimi, Heather Wharrad, Katharine Whittingham	15 minute presentation	
	Manchester	Session 3	91	Reimagining University Assessments in the Era of Artificial Intelligence: Reflecting on Past Practices and Charting a Path Forward	Reviewing, Reflecting, Re-imagining	Asad Ghalib	15 minute presentation	

15:45	Manchester	Session 3	92	Navigating the Accelerated Growth of Artificial Intelligence in Higher Education: Strategies and Approaches for Educational Leaders	Emerging research	Asad Ghalib	15 minute presentation	Asad Ghalib
	Manchester	Session 3	101	Do we like the 'like' button?: An evidence-based analysis of its benefits in supporting learner engagement	Emerging research	Catherine Pineo, Stewart Utley	15 minute presentation	
15:45	Dublin	Session 3	27	Supporting Digital Literacy Development in Educators with Open Educational Resources: A Canadian Perspective	Inviting Improvement	Britt Dzioba	30 minute research paper	Laura Sheerman
	Dublin	Session 3	62	A data driven approach to improving the digital experience	Inviting Improvement	Emma Barwell, Nici Cooper, Clare Killen	30 minute research paper	
15:45	Milano	Session 3	60	User Feedback and Data Insights on Implementing Blackboard Ultra	Inviting Improvement	Dania Ghani	15 minute presentation	
	Milano	Session 3	61	I feel like I should know this but... Supporting staff development towards Active Blended approaches to learning.	Inviting Improvement	Michael Smith	15 minute presentation	
	Milano	Session 3	64	Learning analytics for critical data literacy	Inviting Improvement	Rob Lowney	15 minute presentation	
15:45	Brussels	Session 3	66	'The End of Learning Design?': Reflecting on the future of learning design and the cost/benefit of leading innovation, transformation, and preparedness for crisis	Reviewing, Reflecting, Re-imagining	Lawrie Phipps, Peter Bryant, Donna Lanclos	30 minute research paper	John Brindle
15:45	104	Session 3	55	Differences Not Deficits: Civil Digital Infrastructure Impact on International Students' Experience	Cultivating Collaboration	Elizabeth Newall, Sarah Knight, Tabetha Newman, Mike Gulliver, Rafael Escalona Reynoso, Sylvie Antal, Mariam Chaduneli	30 minute research paper	Lynne Taylerson
	104	Session 3	57	A Collaborative Journey: Redesigning University of Glasgow Singapore's Programmes for Blended Delivery	Cultivating Collaboration	Gareth Peevers, Thomas McMaster, Neeraj Bhardwaj, Cindy Goh, Jolly Atit Shah, Sye Loong Keoh	30 minute research paper	
17:00	<b>Drinks reception</b>							
19:00	<b>Close</b>							

Wednesday 4 September				ALT Annual Conference 2024				
	Room	Activity	Session ID	Title	Topic	Authors	Format	
08:30		Registration						
09:15	Dublin	Welcome and icebreaker						
09:30	Manchester Suite	Welcome address						
09:45	Manchester Suite	Keynote		Imagining the Future of Education and Technology				
10:45	Break							
11:15	Manchester	Session 1	73	Accessible Digital Futures: Collaborating for Inclusive Innovation	Cultivating Collaboration	Kellie Mote, Helen Nicholson	60 minute workshop	Alex Spiers
11:15	Dublin	Session 1	70	Questions for, of and as learning: creating effective questions with and without AI	Reviewing, Reflecting, Re-imagining	Simon Tweddell, Alison Maloney	60 minute workshop	Adriana Wilde
11:15	Milano	Session 1	36	Beyond Blended - a reflective, collaborative approach to re-imagining curriculum and learning design	Reviewing, Reflecting, Re-imagining	Sheila MacNeill, Sarah Knight, Helen Beetham, Elizabeth Newall	60 minute workshop	Megan Kime
11:15	Brussels	Session 1	54	Fostering Inclusivity: The University of Liverpool's Inclusive Curriculum Development Workshop	Reviewing, Reflecting, Re-imagining	Laura Blundell, Rob Lindsay	60 minute workshop	John Brindle
12:15	Lunch							
13:00		AGM		ALT Annual General Meeting				
13:45	Manchester	Session 2	29	"Scientific Problem Solving": A collaborative, immersive digital module	Cultivating Collaboration	Lucy Hamilton, Myfanwy Howarth, Joe Hale	15 minute presentation	Adriana Wilde
	Manchester	Session 2	39	Mid-module evaluation: A Toolkit for Collaboration	Cultivating Collaboration	Michael Hackman, Hannah Shaw	15 minute presentation	
	Manchester	Session 2	43	Using electronic laboratory notebooks to facilitate student collaboration in Engineering at the University of Leeds	Cultivating Collaboration	Lucy Thacker, Mohsen Besharat	15 minute presentation	
13:45	Milano	Session 2	21	Tools to Enhance Accessible and Personalised Digital Learning	Inviting Improvement	Amy Giles	15 minute presentation	David White
	Milano	Session 2	65	Supporting students to succeed in assessment	Inviting Improvement	Rob Lowney, Noeleen O'Keeffe, Seamus Campau	15 minute presentation	
	Milano	Session 2	98	Negotiating the competing demands of home, work and learning through improved self-efficacy in online CPD for healthcare professionals	Inviting Improvement	Helen Darlston, Maria Aristeidou, Duncan Banks, Christine Pleines	15 minute presentation	
13:45	Dublin	Session 2	78	Resourcing the Digital Future: Exploring digital education teams in UK higher education	Reviewing, Reflecting, Re-imagining	Julie Voce, Jim Turner, Ruth Powell, Scott Farrow	60 minute workshop	Alex Spiers
13:45	Brussels	Session 2	96	Partnerships in Practice: Insights from Developing Media-Rich Open Educational Resources	Cultivating Collaboration	Shane Cronin	15 minute presentation	Sharon Flynn
	Brussels	Session 2	100	Sound together in the live learning experience	Cultivating Collaboration	Roshni Bhagotra	15 minute presentation	
	Brussels	Session 2	14	Understanding adjunct faculty needs in a student-focused VLE - a user-centred design approach.	Cultivating Collaboration	John Lenehan	15 minute presentation	
13:45	104	Session 2	ALT5	AmplifyFE: Exploring communities of practice and harnessing their power		Emma Procter-Legg, Lynne Taylerson	60 minute presentation	Emma Procter-Legg

14:45	Break							
15:15	Manchester	Session 3	51	Building Capacity within the Centre for Teaching and Learning team for the AI Revolution in higher education: Experiences and Initiatives.	Cultivating Collaboration	Xavier Laurent, Sandra Morales, Chloe Walker, Tawa Edwards, Fawei Geng, Dominik Lukes, Ruth Percy, Dominic Alonzi	15 minute presentation	Sharon Flynn
	Manchester	Session 3	81	Facilitating collaboration from the University of South Wales: Digital simulation is a jigsaw puzzle, right?	Cultivating Collaboration	Alun Davies, Janine Vickery, Richard Whistance, Eloise Bullen	15 minute presentation	
	Manchester	Session 3	63	Collabor-AI-tion: Joining the dots to create central guidance and training on generative AI	Cultivating Collaboration	Laurie Wilson, Cat Bazela	15 minute presentation	
15:15	Dublin	Session 3	ALT15	Working together. The evolution of digital assessment - practices and technology to support the move away from traditional examinations	Emerging Research	Martin Jenkins, Harvey Tayman	30 minute presentation	Megan Kime
	Dublin	Session 3	ALT16	WonkHE Policy Update		David Kernohan	30 minute presentation	
15:15	Brussels	Session 3	ALT11	Understanding the Anxious Generation of Students - How to Engage	Cultivating Collaboration	Matt Baker	30 minute presentation	Diane Bennett
	Brussels	Session 3	ALT12	Best practice in developing learning technologies – lessons from innovators in VocTech		Caroline O'Donnell, Mahreen Ferdous, Claire Legg-Mellar	30 minute presentation	
15:15	Milano	Session 3	86	Reviewing and re-imagining opportunities and barriers to fostering playful engagement in learning technology professional spaces	Reviewing, Reflecting, Re-imagining	Stephanie Charlie Farley, Ayaan Ahmed	60 minute workshop	Lynne Taylerson
15:15	104	Session 3	47	Embarking on a New Learning Frontier: VR Digital Content Creation Enhancing EFL Learning	Reviewing, Reflecting, Re-imagining	Ming Chen	15 minute presentation	John Brindle/Puiyin Wong
	104	Session 3	69	Evaluating and updating VLE learning design for improved student engagement	Reviewing, Reflecting, Re-imagining	Debbie Ginsburg, Darrel Manuel	15 minute presentation	
	104	Session 3	45	Learning design: co-creation and reflections from the University of Chester	Reviewing, Reflecting, Re-imagining	Alice Jones	15 minute presentation	
16:15	Short break							
16:30	Manchester	Session 4	95	Digital Skills for Emerging Leaders	Inviting Improvement	Lynne Taylerson, John Kilroy	60 minute workshop	Lynne Taylerson
16:30	Brussels	Session 4	58	Accessibility hacks and more in Articulate Rise 360	Reviewing, Reflecting, Re-imagining	Wilfried Sharp	60 minute workshop	Scott Farrow
16:30	Dublin	Session 4	59	8 Out of 10 Cats does Digital Education: Findings from the 2024 UCISA Digital Education survey	Reviewing, Reflecting, Re-imagining	Julie Voce, Melanie Barrand, Richard Walker, Elaine Swift, Annette Webb, Jane Mooney, Fiona Handley, Vicky Brown	60 minute workshop	Kerry Pinny
16:30	Milano	Session 4	71	Applying critical digital pedagogies: Designing digital learning in collaboration	Cultivating Collaboration	John Brindle	60 minute workshop	John Brindle
16:30	104	Session 4	77	Embedding co-developed approaches to quality in online and digital education	Inviting Improvement	Matt Cornock	60 minute workshop	Alex Spiers
17:30	Conference close							
18:30	Awards welcome drinks							
19:00	Awards dinner							
23:00	Carriages							

Thursday 5 September				ALT Annual Conference 2024				
	Room	Activity	Session ID	Title	Topic	Authors	Format	
<b>08:30</b>		<b>Registration</b>						
09:15	Dublin	Welcome and icebreaker						
09:30	Manchester Suite	Welcome address						
<b>09:45</b>	<b>Manchester Suite</b>	<b>Keynote</b>		<b>Inviting Improvement through Lived Experience</b>				
<b>10:45</b>	<b>Break</b>							
11:15	Manchester	Session 1	31	Evolving Education: The Missing Link to Support Learning by Doing	Reviewing, Reflecting, Re-imagining	Owen Brittan	15 minute presentation	Tugba Ozturk
	Manchester	Session 1	13	Bibliometric review of computational thinking and mathematical thinking	Reviewing, Reflecting, Re-imagining	Tugba Ozturk, İsmail Güven, Tolgahan Ayantas	15 minute presentation	
	Manchester	Session 1	17	CyberGuard: A Gamified Cybersecurity Education App for Key Stage 3 Students	Emerging research	Kagethan Thayarathan, Adriana Wilde	15 minute presentation	
	Manchester	Session 1	37	This is not the tool you're looking for, or is it?	Emerging research	Alison Gibson, Gemma Westwood, Helen Greetham, Alexandra Davenport, Halimat Abdulai	15 minute presentation	
11:15	Dublin	Session 1	85	The Role of Learning Types in Shaping MOOC Learner Engagement and Progression	Emerging research	Hannah John, John Kerr, Guillaume Andrieux	30 minute research paper	
11:15	Milano	Session 1	80	Engaging the Future: Re-imagining Open Education Practices in the Technological Higher Education Sector	Reviewing, Reflecting, Re-imagining	Tom Farrelly, Gearóid Ó Suilleabháin, Rajiv Jhangiani, Darragh Coakley	30 minute research paper	Alice Chapman
	Milano	Session 1	48	Introducing ArcGIS tools for townscape analyses in undergraduate urban planning studio	Reviewing, Reflecting, Re-imagining	Aura-Luciana Istrate	30 minute research paper	
11:15	Brussels	Session 1	ALT16	New SIG launch - Digital Accessibility SIG, Digital Assessment SIG, Digital Sustainability SIG, and Independent Consultancy/Career Pathways SIG		Fiona Jones	30 minute presentation	Puiyin Wong
	Brussels	Session 1	ALT4	CMALT - Becoming an Assessor		Julie Voce	30 minute presentation	
11:15	104	Session 1	ALT2	EchoPoll: Fuelling Transformational Change with Actionable Learning Insights	Reviewing, Reflecting, Re-imagining	Chris Clow, Chris Bull	30 minute presentation	Kerry Pinny
	104	Session 1	ALT14	Let's talk about anything apart from AI!		Rich Goodman	30 minute presentation	
<b>12:30</b>	<b>Lunch</b>							
13:30	Manchester	Session 2	50	Online Education at Parkinson's UK: Practice and Collaboration	Cultivating Collaboration	Mike Innes	15 minute presentation	Susan Martin
	Manchester	Session 2	79	Collaborative investigation of JISC Digital Insights Student Experience Survey at University of Birmingham	Cultivating Collaboration	Matt Turner, Alex Davenport, Halimat Abdulai, Gabi Witthaus	15 minute presentation	
	Manchester	Session 2	44	Investing in collaborative relationships for course design with professional services teams in HE.	Cultivating Collaboration	Jennifer McWatt	15 minute presentation	
	Manchester	Session 2	76	Digital accessibility in online education: a collaboration across technical, pedagogic and user perspectives	Cultivating Collaboration	Matt Jevons, Emma Dibb, Tahiya Brewin, Matt Cornock	15 minute presentation	

13:30	Brussels	Session 2	ALT10	The Truth About ASR, Captioning & Free Accessibility Tools: How UK Leaders Use & Perceive Existing Ed-Tech		Dan Breen	30 minute presentation	Alice Chapman
	Brussels	Session 2	ALT7	ALT West Midlands - Don't Forget about You: Career Development for Learning Technologists		Alison Gibson, Lynne Taylerson	30 minute presentation	
13:30	Dublin	Session 2	49	Designing a course for 'twin' attendance modes: reflections on the process and implications for further practice	Reviewing, Reflecting, Re-imagining	Lukasz Kaczmarek	15 minute presentation	Rich Goodman
	Dublin	Session 2	52	Communication Platform for Non-verbal Autistic children in Oman using Android mobile	Reviewing, Reflecting, Re-imagining	Yue Zheng, Amna Al-Arjami, Haiming Liu	15 minute presentation	
	Dublin	Session 2	56	ReLOADing a Virtual Lab Tour: Immersive Digital Resources for Mechanical Engineering Students in Leeds and China	Reviewing, Reflecting, Re-imagining	Putu Sadhvi Sita	15 minute presentation	
13:30	104	Session 2	ALT8	Explore the new CMALT candidate course and hear what else we've been working on!		Elisa Valarani, Michael Kay, Hazel Deacon, Tash Ferenczy, Bobbie Apps, Lai Yan Wong, Evelyn Huang, Bill Matthews, Kerry Pinny, Fiona Jones, Richard Oelmann	60 minutes	Alex Spiers
13:30	Milano	Session 2	87	Harnessing digital assessment tools to strengthen partnerships and improve assessment literacy	Cultivating Collaboration	Edward Wilson-Stephens	15 minute presentation	David White
	Milano	Session 2	88	Embedding the Student Voice: Collaborating with Students to Enhance the Student Experience and Improve Engagement	Cultivating Collaboration	Alysa Bramble, Annette Nembhard, Surjit Uppal	15 minute presentation	
	Milano	Session 2	90	Collaboration. Our experience of remote working with Miro to support teams who are also working remotely to deliver learning to students who are studying remotely.	Cultivating Collaboration	Shawndra Hayes-Budgen, Kathleen Calder	15 minute presentation	
	Milano	Session 2	94	eCampusOntario's Ed Tech Sandbox: A Collaborative Platform for Innovation and Experimentation	Cultivating Collaboration	Robert Luke	15 minute presentation	
<b>14:45</b>	<b>Break</b>							
15:15	Dublin	Session 3	42	Cultivating collaboration for strategic change using Jisc's framework and maturity model for digital transformation	Cultivating Collaboration	Sarah Knight, Simon Birkett, Lou McGill, Elizabeth Newall, Julie Voce, Alison Purvis, Jane Mooney, Caroline Bowsher	60 minute workshop	Megan Kime
15:15	Milano	Session 3	67	Peer support for Higher Education Staff using the CBT techniques	Reviewing, Reflecting, Re-imagining	Lovleen Kushwah, Geethanjali Selvaretnam	60 minute workshop	Kerry Pinny
15:15	Manchester	Session 3	ALT1	Awards Winners Showcase			60 minute presentation	David White
<b>16:30</b>	<b>Close</b>							

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12	Teacher-Student Dialogue in Synchronous Videoconferencing Environments: A Design-Based Research Study	<p>Since the Covid-19 pandemic, videoconferencing (VC) has emerged as a crucial tool in remote education, overcoming geographical barriers between teachers and students. However, the full potential of VC, particularly in facilitating interactive and collaborative learning, remains underexplored. This research aimed to examine the use of VC to enhance learning through educational dialogue. It specifically addressed the following research questions: 1) How can a teacher professional development (TPD) program develop teachers' awareness and exploitation of the technical affordances of VC for dialogue? 2) What key influences can be reinforced to increase their positive impact and mitigated to reduce their negative impact on multimodal interaction? 3) To what extent and in what ways does dialogue in VC lessons change over the course of a TPD program?</p> <p>This Design-Based Research study involved collaboration with two secondary science teachers from the UK and Mexico as co-inquirers, who have contributed actively to the research within a participatory framework. 10 video-recorded VC lessons were collected and analysed using Tech-SEDA (Scheme for Educational Dialogue Analysis) to assess the quantity and quality of dialogic moves in each lesson. The project also conducted two surveys, along with a series of interviews, including stimulated recall sessions, with teachers and students. These were thematically analysed to gain deeper insights into the effectiveness of the TPD program. Utilising ELAN software, data across communication modes were integrated with relevant excerpts from lesson videos, saved chat messages, digital artefacts, lesson plans, and/or the minutes of meetings with teacher participants. Particular focus was given to dialogic interactions across multiple modes - such as voice, chat, and annotations - which were thoroughly analysed to discover new rich, multimodal forms of digital dialogues in VC settings. The study's findings highlight that VC is more than merely a substitute for the physical classroom; it is an alternative educational environment with unique characteristics that can significantly impact the dynamic of teacher-student dialogue. VC enables teachers and students to use multiple modes of communication, allowing for a more diverse and engaging learning experience. The use of additional applications (e.g., Nearpod) in conjunction with VC platforms' unique functionalities (e.g., breakout rooms) can contribute to inclusivity and enhanced dialogue in VC. Additionally, the facility for students to customise their privacy levels – which could involve adjusting camera use and selecting their preferred modes of communication - can help to create a sense of safety and control, thereby potentially increasing their willingness to participate in dialogic interactions. The work contributes to the field by not only extending previously recognised affordances (e.g., interactivity, connectivity) but also by identifying key factors that influence the utilisation of dialogic affordances (e.g., the impact of students' sense of protection on multimodality) discovered in prior studies. These distinctive features of VC-mediated dialogue underscore the need for an emphasis on them in TPD programs.</p>	Dongkeun Han

13	Bibliometric review of computational thinking and mathematical thinking	<p>Although Mathematical Thinking (MT) has become one of the central topics in educational sciences for years, the concept of Computational Thinking (CT) as an emerging topic, its relation to mathematical thinking and co-evolving of these concepts have not theoretically been researched. The relationship between these two concepts have become more evident and has been a concern of the researchers recently with the development of Artificial Intelligence (AI) in education, in a broader term, computer science education. In this research study, a bibliometric review of Computational Thinking (CT) and Mathematical Thinking (MT) was run to explore the co-evolution of these two concepts and how the concepts are used in education. As a result of initial phase, 51 articles were obtained. Then, Vosveiver software was used to find out emerging topics as well as to produce a graph on co-evolution of the concepts in time in the articles.</p> <p>The results of bibliometric analysis show that the concepts are used in secondary education more frequently and associated to critical thinking skills in these education levels. On looking at the emerging topics, apos theory and constructionism come forth as a pedagogy employed in teaching these concepts; STEM, digital and mathematical competences are the skills that frequently mentioned; elementary and secondary education are mostly cited as levels of education; in terms of thinking skills, CT and MT are mostly associated with algorithmic thinking and critical thinking. Also, recently, secondary education, critical thinking and mathematical modelling are referred to in the literature.</p> <p>According to co-occurrence map of the concepts in time which was emerged as a result of data analysis, at the center of the map, there is computational thinking. MT remains outsider of the model and MT is directly related to CT. The graph suggests that recently, secondary education, critical thinking and mathematical modelling are referred to in the literature. In the figure, it is seen that the concept of CT, which is again one of the approaches that develops these two thinking skills is in the centre. Indeed, significant amount of mathematical calculations are done with computer science concepts. Therefore, it is expected some CT related pedagogies in the process of imparting these thinking skills emerge. Among the researched topics are the support of educational technologies is evident proving the importance of digital literacy, and the contribution of interdisciplinary projects (STEM). Modeling is again a sub-dimension of both MT and CT. In fact, abstraction, pattern recognition, etc. are areas where these two thinking skills overlap, but research in these areas has not yet been active.</p> <p>Our analysis provides grounds for theoretical and instructional design implications of the CT and MT in education. Regarding implications for instructional design, CT and MT could be considered as a pedagogy and also as a competency. In micro instructional designs, complex tasks should be given to the students for them to engage in critical thinking. Assessment are usually done in accordance with the students performance in the scope of learning levels.</p>	Tugba Ozturk, İsmail Güven, Tolgahan Ayantas
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14	Understanding adjunct faculty needs in a student-focused VLE - a user-centred design approach.	<p>Moodle's system architecture and user interface design are predominantly student-focused. As users of Moodle, students experience efficient workflows and follow short navigation paths to resources, contrasting adjunct faculty users who experience inefficient workflows and complex navigational paths.</p> <p>Adjunct faculty are infrequent users of the College Moodle system. A consequence of their infrequent use is that it takes them a long time to build up expertise in the system. Their infrequent use, inefficient workflows and complex navigational paths lead to user frustration and poor time use.</p> <p>The College's R&amp;D lead in the digital learning department conducted a user experience study with adjunct faculty to understand their Moodle experience.</p> <p>This presentation will highlight the principal issues raised by adjunct faculty during the study and the solution deployed.</p>	John Lenehan
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15	<p>Reimagining learning technology futures with speculative design: a hands-on workshop</p>	<p>We are always hearing about and talking about 'the future of education', but often it seems that this future will be done to us, not by us. Even in our own institutions, where we experience change after change, the future visions presented are frequently deterministic and disempowering. The future will be delivered by this technology, or that strategic initiative, or this other change programme.</p> <p>We have become passive and helpless onlookers as our futures are determined for us. But it doesn't have to be this way.</p> <p>Speculative futures are design approaches that enable us to reclaim our agency, and co-create equitable, sustainable, adaptive educational and technology futures that address the complex problems we face.</p> <p>In this session, we will introduce you to speculative futures, and walk through some speculative design approaches, such as science fiction prototyping, design fiction and experiential futures. Delegates will be supported to work together to imagine and storyboard futures designs, using speculative design tools, and your own boundless imagination.</p> <p>You will go away with an understanding of how to use these approaches with colleagues in your institution, to inform your technology and product development and implementation, service design, strategy development, planning and change management. These are unorthodox approaches which nonetheless have been proven in other domains to foster collaboration and community, and build resilience and agency. They are easy to learn, cheap to do, and great fun. This session will show you how.</p> <p>You will find this workshop useful if you are a learning designer or technologist supporting new technology development and adoption, or you are a change agent or a change manager of some kind, or an academic working on new curriculum and qualifications. You may also be able to think of ways you can apply these approaches in teaching, learning and assessment.</p>	<p>Matthew Moran</p>
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16	<p>Academic staff engagement with support for technology enhanced learning: A Faculty level perspective on the impact of the COVID19 pandemic.</p>	<p>This study investigates the impact of the Covid-19 pandemic in the Faculty of Science and Engineering at Manchester Metropolitan University. This was undertaken to gain a more nuanced understanding of my academic colleagues' experiences of the pandemic, how this has shaped their current practice and how they might be supported in the future to deploy Manchester Metropolitan's Education Strategy.</p> <p>This was a pragmatic mixed method study consisting of an anonymous online survey and interviews with Science and Engineering teaching staff. Quantitative survey results were used to gain an understanding of the respondents and their use of technology and teaching experience. Qualitative results from the survey and interviews were thematically analysed to create key themes.</p> <p>Key findings:</p> <ul style="list-style-type: none"> <li>* Wider literature indicated that pre-pandemic Manchester Metropolitan University (Man Met) was average in terms of blended learning courses and online teaching. Man Met adopted a slightly different approach to the wider sector during Covid-19 with Block delivery. Because of this Man Met has chosen a different path in the post pandemic environment.</li> <li>* Academic Staff have adopted new technologies but not necessarily adopted the pedagogy underpinning their use.</li> <li>* Technology use in teaching has been re-contextualised as a core part of teaching rather than an addition.</li> <li>* The Covid-19 pandemic embedded the idea among teaching staff that Technology Enhanced Learning teams are a Technology focused team and would not approach them for teaching support.</li> <li>* Definitions of learning design are different between Technology Enhanced Learning and Teaching staff. <ul style="list-style-type: none"> <li>* Teaching staff want faster more impactful training in team meetings and away days.</li> <li>* A lack of time for staff to develop their skills is a barrier to adoption of new techniques.</li> </ul> </li> </ul> <p>Perceptions of teams have changed depending on how they functioned during the pandemic. The findings have led me to recommend a change in image of Technology Enhanced Learning, partnering with teaching focused teams and changing the way the team communicates to emphasise the teaching focus. Recommendations to work more holistically with teaching development teams as a part of the learning design process. Training could target staff meetings and away days to have a higher impact in the way teaching is delivered. Setting a clear role for Technology Enhanced Learning within the University would allow Technology Enhanced Learning to have a larger impact.</p>	<p>Andrew Larner</p>
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17	CyberGuard: A Gamified Cybersecurity Education App for Key Stage 3 Students	<p>With an increase in the number and complexity of cyber-crimes, it is important that everybody is aware of basic preventative measures to avoid becoming a victim to them. To address this, the proposed solution involves developing a serious game tailored to Key Stage 3 students, aiming to educate and assess their knowledge. For this project, we reviewed existing solutions and the effectiveness of game-based teaching, revealing a lack of existing solutions for secondary school students. Subsequently, a 2D RPG game with 3 different challenges was devised in Unity, with each challenge addressing a specific aspect of cyber-security: malware, password security, and phishing emails. User testing in the form of an anonymous questionnaire was carried out and distributed through social media, in which 16 participants responded to. The reviews of the games were generally positive, indicating that the game was both engaging and effectively conveyed cyber-security concepts to participants with varying levels of knowledge. Despite needing more refinements to make the game more visually appealing for Key Stage 3 students, it provides a solid foundation to build upon, and has the potential to be supplemented to the school curricula and offer students an engaging and effective means to learn about cyber-security.</p> <p>In this session, a demo of CyberGuard will be made, and participants will be given the opportunity to provide feedback to complement the evaluation of the app.</p>	Kagethan Thayarathan, Adriana Wilde
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21	Tools to Enhance Accessible and Personalised Digital Learning	<p>Online learning offers flexibility and student-autonomy. It can break down barriers to inclusivity, but it can also create them. This presentation will explore our journey to educate staff on digital accessibility; focusing specifically on Blackboard Ally – Blackboards built-in accessibility checker.</p> <p>Evidence collected at USW revealed low numbers of academics and professional services staff using Blackboard Ally. The tool was being opened but showed few fixes to documents.</p> <p>Our Ally Institution Report for the Academic Year 2022-2023 showed an overall accessibility score of only 69.6%. From 1st March 2022 to 1st March 2023, staff launched Ally fixer 510 times, but fixed 95 items. Academics ran the accessibility report within their modules a mere 56 times.</p> <p>This posed the question of why colleagues were not using Ally to its full potential, to ensure Digital accessibility - which is not only vital but is a legal requirement. Furthermore, we knew students were using it frequently to download alternative formats.</p> <p>Our aim was to ensure staff were aware of Ally's key features and could use it to enhance their learning content. We needed to emphasise the importance of digital accessibility, and the principles of accessible by design. This has helped colleagues build upon existing knowledge of digital accessibility, inclusion and equity.</p> <p>Based on the data, we ran workshops and collaborated with support areas to provide training and promote the tool. We send out Comms, ran drop-in sessions in May, around Global Accessibility Awareness Day and had a presence on the Library website. Student digital mentors and EDI champions also received training, and students were reminded of Ally's benefits with flyers and a digital campaign on screens across campuses and the student intranet. We were helping staff design content that supports student needs and allows personalised learning.</p> <p>'Personalisation is [...] a significant factor associated with wellbeing in study [...] ensuring needs are met in ways that work for individual students.' ('Curriculum Design for Mental Health and Wellbeing': Chris Wilson, et al: 2022: Advance HE)</p> <p>The workshops also highlighted digital poverty, Decolonising the Curriculum, and inclusivity; encouraging empathy towards students with declared or undeclared disabilities, language barriers, or personal commitments.</p> <p>When reassessing the use of Ally, the outcomes were impressive and continue to show increased use today. From 1st March 2023 to 1st March 2024, staff launched Ally fixer 1,315 times and fixed 473 items. Users ran the accessibility report within their modules 164 times – a huge increase.</p> <p>Our presentation will explore the Ally campaign, which engaged with staff to inform digital accessibility. Going forward, this will continue and lead to the creation of an award or recognition scheme to encourage the use of Ally. We could award badges or certificates, as many other institutions have done – to raise interest in creating quality learning journeys and align with USW's wider digital capabilities framework.</p> <p>Throughout the session we will share our actions, discoveries, and successes and invite others to reflect on their work towards digital accessibility and inclusion in digital education.</p>	Amy Giles
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<p>23</p>	<p>Safe Spaces to Succeed - Designing for the future states of higher education participation and engagement (a technological call to arms)</p>	<p>This research article reflects on the educational and organisational challenges facing universities as they navigate intersecting existential, epistemic crossroads created by technology-led disruptions such as generative AI, organisational and governance neoliberalism and fundamental shifts in the demographics and socio-economic composition of our student community (Wilkinson &amp; Wilkinson, 2023). Addressing the research question; are universities out of alignment with the pedagogical and technological needs of the generations of potential undergraduate and postgraduate students, this paper poses two strategic challenges for higher education – declining participation rates of those enrolling into higher education and declining engagement of students when they do enrol. How do these challenges create crises for educational developers, academics, learning designers and technologists as they seek to effect pedagogical change or maintain the security of their job roles in an increasingly precarious environment?</p> <p>Exploring the resistances that make educational change and innovation in universities challenging and often confined to the fringes of the student experience., the paper draws on evidence from across the sector to expose the warning signs of a decreasing value proposition for a higher education experience (Mahesh, Bhat, &amp; Suresh, 2021). University teaching and learning practice is a strangely static phenomenon. Many of the tropes, established ways of doing and entrenched policy and infrastructure supports modes of teaching have underpinning (and sometimes dominant) elements that are centuries old. Counter-positioning, critique or challenge to these dominant pedagogical paradigms is often brushed aside. In the culture of uncertainty, crisis and precarity gripping universities in these febrile financial and political times, challenging the ‘basics’ of teaching seems (or can be positioned as) indulgent and dangerous.</p> <p>As a counter to the economic and consumerist conceptualisation and co-option of crisis and change resistance as a framing for university governance and strategy development, this paper will posit the design concept of resonant learning to describe the longitudinal epistemic influence of learning through educational experiences that last past the immediate gratification of graduate employment creating new spaces for the next generations to find their own value in higher education (Rosa, 2019). The paper will end with a call to arms arguing that universities must evolve and adapt to the changing social, cultural, and economic futures they are facing. They must activate an environment in which safe spaces to succeed are enabled and staff, students, and the community co-design a radical, aspirational, and future forward redesign of the foundations, practices, and assumptions of higher education, building on the successes of the past (and not rebuilding from the ground up every time) and reimagining a future state for a valued and innovative university experience.</p> <p>Mahesh, J., Bhat, A. K., &amp; Suresh, R. (2021). Are Gen Z Values the New Disruptor for Future Educational Institutions? <i>Journal of Higher Education Theory and Practice</i>, 21(12), 102-123.</p> <p>Rosa, H. (2019). <i>Resonance: A sociology of our relationship to the world</i>: John Wiley &amp; Sons.</p> <p>Wilkinson, L. C., &amp; Wilkinson, M. D. (2023). Value for money and the commodification of higher education: front-line narratives. <i>Teaching in Higher Education</i>, 28(2), 406-422.</p>	<p>Peter Bryant</p>
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27	Supporting Digital Literacy Development in Educators with Open Educational Resources: A Canadian Perspective	<p>Beginning in 2021, the provincial government of British Columbia (B.C.), Canada, began to support strategic initiatives to advance digital literacy in higher education. In response to these initiatives, a need was identified to create an online space for educators to easily locate professional development resources, as well as teaching materials, to support their own learning, as well as student success. In order to elevate digital literacy in the classroom, we must first equip educators with confidence in their own digital skills.</p> <p>BCcampus, an educational non-profit, was asked to address this need by building a digital repository that showcases a curated collection of resources for educators. This led us to design and launch the B.C. Digital Literacy Hub, a public, open, online collection of Open Educational Resources (OER) designed for post-secondary instructors. The goal of the hub is to help educators, including learning and teaching staff, improve their own digital literacy skills while learning how to integrate these skills easily into courses to support students. The design and curation of the site is informed by the B.C. Digital Literacy Framework and is intended to provide a simple, practical toolkit. We recognize the difficulty educators face in balancing a heavy workload and keeping up with an ever-changing digital landscape. To relieve educators from the burden of finding high-quality resources, the materials in the hub were curated by several members of the B.C. post-secondary community and are organised by the competencies outlined in the framework.</p> <p>As a key project member on the development of the hub, my presentation will begin with the story behind the hub's origin, followed by a tour of the open resources in the collection. We will look at the next steps for expanding the hub, how we incorporated gamification into the process, and some of the lessons we learned along the way. No matter where you are located, this case study will show how supporting digital literacy development in educators is the first step towards building digital citizenship in students, and how you can apply our development process and resources in your own context.</p>	Britt Dzioba
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29	<p>"Scientific Problem Solving": A collaborative, immersive digital module</p>	<p>As the University of Leeds embarks on our 10-year, institution-wide "Curriculum Redefined" project, the Digital Education Service is re-addressing the opportunities and challenges of Digital Learning Design.</p> <p>8 years into a partnership between Leeds and Southwest Jiaotong University Joint School, in Chengdu, China, it was becoming increasingly challenging to foster a sense of belonging to Leeds amongst students and staff overseas. This is due to post-pandemic travel restrictions, reduced in-person teaching and remote staff-student relationships.</p> <p>This is how our innovative hybrid module: "Scientific Problem Solving", was created.</p> <p>'Scientific Problem Solving' is a year-long module for level 0 students, supporting development not only of theoretical knowledge and laboratory skills, but also essential study skills including English vocabulary, autonomy, and experience of Leeds digital cultures. As a supplement to synchronous classes, we developed a self-directed formative course on the e-authoring platform 'Rise360', and collaborated with learning technologists in the Faculty of Engineering and Physical Sciences to build an immersive laboratory experience using 'Thinglink', an interactive multimedia tool.</p> <p>This lab experience included a guided tour, with 360 degree videos and screencasts, and an interactive activity using ReLOAD, a remote experiment service developed by academics at the University. This resource immersed students in China in the University experience at Leeds with the aim of fostering a sense of belonging.</p> <p>Taught by both Leeds and SWJTU academics to students in China, the module is the result of multiple collaborations between the University's Digital Learning Design Team, Faculty Learning Technologists, and academics and students from both institutions. Each group contributed their skills and expertise on a range of project tasks, helping to create engaging learning material and find solutions to complex problems. We employed agile communication methods across multiple stakeholder teams, including feedback mechanisms at various points in the project.</p> <p>All stakeholders commented on the fruitful collaboration and excellent resources produced. However, benefits of this collaboration extend beyond the finished resource to lessons learned about our own internal processes as a digital design team. While we've been able to share our expertise in accessibility, iterative design, and digital pedagogy, by learning from other teams, we've been able to upskill in new technologies, gain deeper insight into student and faculty needs, and, counter-intuitively, learned to be more self-sufficient in the process. By sharing these successes and ways of working, we hope to advocate the mutual benefits of collaboration to other Learning Technology or Digital Learning Design Teams.</p>	<p>Lucy Hamilton, Myfanwy Howarth, Joe Hale</p>
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31	Evolving Education: The Missing Link to Support Learning by Doing	<p>Think back to your time at university. Is there one assignment that stands out as the most engaging or memorable? It likely wasn't a multiple-choice test. Intuitively we understand that learning activities that ask students to physically or mentally engage in active learning yield happier, smarter, and more engaged students.</p> <p>Studies from the University of Chicago found that "Students who physically experience scientific concepts understand them more deeply and score better on science tests." These conclusions hold true across almost all academic disciplines. Education needs to evolve away from rote memorization and passive learning models into an active and engaging practice where students are excited about their work and are prepared to apply it in the "real" world. So why are our educational models evolving so slowly?</p> <p>It is extremely difficult to facilitate and measure a learn-by-doing curriculum, especially at any type of scale. Facilitating this learning model requires a different approach to lesson planning and teaching. Educators almost universally agree that project-based learn-by-doing pedagogies better prepare students for the complex critical thinking that is required in today's and tomorrow's workplace. They now need a tool that guides students through the process, gives them actionable feedback, and measures their progress toward next-generation learning outcomes. Peerceptiv is the one technology that can manage the logistics of this complex process while at the same time generating valid and reliable learning data about the progress of student learning.</p> <p>The presentation will provide several case studies of instructors who decided to make the leap from multiple-choice assessment to authentic learning-by-doing assessments in order to prepare students for the real-world applications. Peer assessment naturally engages students in critical thinking, collaboration, and high levels of communication, enabling instructors to ensure students practice in-demand soft skills. While AI and automation are transforming industries and job roles, certain skills remain uniquely human. Increasingly, employers will be seeking students with strong interpersonal and metacognitive skills.</p> <p>Peer assessment helps prepare students for a workplace integrated with AI while allowing instructors to design assessments that engage students in authentic tasks that minimize the potential for them to use AI to cheat. At the same time, purpose-built solutions like Peerceptiv reduce the amount of instructional time that is needed to provide the necessary feedback and support a complex project-based learning pedagogy.</p> <p>By solving both of these problems, this peer assessment technology can shape how students learn and work together to achieve the type of success in the classroom that actually prepares them for their futures.</p>	Owen Brittan
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<p>32</p>	<p>Enable the full cycle: A learning design platform that supports ideation through to iteration</p>	<p>Coursensu is a collaborative learning design platform that supports the full lifecycle, from the early sparks of ideation, through the learning design process and onwards to review and iteration.</p> <p>A year ago, this was just an idea. Now it's a live platform, out for anyone to use. This talk will be delivered by Matt, the founder who has worked with many of you in roles at UCL, FutureLearn and PebblePad. It will cover how a career in EdTech has resulted in a platform built for our community, specifically Learning Designers, to support the challenges we face in scaling engaging digital education.</p> <p>The focus of this talk will be on how Learning Designers can facilitate a full workflow to review, reflect and reimagine learning experiences. This includes the recent addition of LMS integrations into the Coursensu learning designer platform. By supporting a fully agile, iterative learning design workflow Coursensu provides the structures to 'withdraw' a course from the LMS, reimagine it within a visual design environment and then 'push' it back up to the LMS. The purpose is to advance the conversation of learning design maturity and discover new ways to develop courses, review active learning strategies and reflect on how to repeat successful learning across the organisation.</p> <p>Iterative learning design is not just about making changes to an existing course - it's about finding what actually works, revising what doesn't and maximising the opportunity to apply best practice without creating huge workloads.</p> <p>This talk will cover how you can use iterative learning design to:</p> <ul style="list-style-type: none"> <li>* Workshop changes with learners and educators in a visual, simple, format.</li> <li>* Save sections as best practice to templates or reusable design patterns.</li> <li>* Overlay engagement data with course designs - to research what really worked.</li> <li>* Branch and merge active learning or successful assessment strategies from multiple courses.</li> <li>* Instantly transfer early stage design ideas into the LMS for stakeholder/SME review.</li> <li>* Learn and refine your own design craft, extracting from the 'wild space' of the LMS!</li> </ul> <p>This talk is designed to inform, engage and inspire attendees with what's possible with iterative learning design. It will showcase ways this can be achieved with Coursensu, and more generally. It would be most interesting to Learning Designers, Heads of Learning, Curriculum or Assessment Designers and Learning Technologists. Anyone who has a passion for new technologies, innovative approaches and exploring new edtech platforms will enjoy this session.</p> <p>It will also include examples from existing users (permission pending) - those who are already utilising this as part of their learning design workflows. There will be a short, rolling demo of a fully iterative learning design cycle shown within the presentation. It will conclude with the direction of travel, how Coursensu is continually evolving to meet the changing needs of Learning Designers and how attendees can join in and get involved!</p>	<p>Matt Jenner</p>
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34	Choose Your Own Adventure: Digital Assessment Edition	<p>Studies show that when feedback works well it is a powerful tool which can have a profound positive impact on student learning (Wisniewski, Zierer, and Hattie, 2019). However, there's a pervasive lack of clarity in how to measure the effectiveness of feedback which can create challenges for evaluating digital assessment tools.</p> <p>In this one-hour workshop, you will engage in a role-play activity based on the work of the University of Birmingham's Digital Assessment Team. Working in groups, you will make decisions about how to pilot three digital assessment tools over a twelve-month period with the aim of improving the assessment experience for staff and students.</p> <p>This workshop is aimed at Digital and Learning Technologists who may be interested in participating in educational research.</p> <p>-</p> <p>In 2023, the University of Birmingham created a Digital Assessment team to support the rollout of digital assessment tools at scale. There were two main drivers for this: our NSS assessment and feedback scores, which suggested a need to improve the assessment journey for students and the advent of Generative AI, including its consequences for academic integrity in assessment.</p> <p>As Learning Technologists with limited experience in educational research, we quickly encountered various challenges. For example, what is the best way to measure the efficacy of feedback? The National Student Survey (NSS) reports that 28% of students did not feel that feedback helped them to improve their work, and 24% felt that marking criteria were not clear to them (Office for Students, 2023). However, explorations into the concept of 'satisfaction' in student surveys suggest that over half of student satisfaction may be attributable to unalterable individual-level personality traits (Florence et.al 2023), and that feelings surrounding assessment are particularly difficult to capture suggesting a disconnect between metrics of satisfaction and educational value (Boud and Molly, 2013). A meta-analysis of studies which explore sentiments related to feedback technology across different institutions and departments within a range of UK universities also suggest that sentiments often diverge and sometimes even oppose each other. The reception of the same tool can vary significantly depending on the context, stakeholders involved and change management strategies used (Mayhew et al, 2022).</p> <p>In this interactive role-play session, you will step into the shoes of the Digital Assessment team to explore how some of these challenges might be overcome. You will view one-minute video pitches from three fictional assessment tool companies, and then through a series of activities make decisions about whether to trial them and how to collect meaningful data about their strengths and limitations. You will be guided through activities designing staff and student surveys and focus group activities.</p> <p>Along the way, members of the Birmingham Digital Assessment Team will share the barriers encountered during this process, such as integration with current systems and fostering engagement with staff and students. We will challenge you to workshop ways through these wrinkles, reflect on how these processes can be applied to your role and empower you to take on educational research projects to impact institutional change.</p>	<p>Alison Gibson, Gemma Westwood, Helen Greetham, Alexandra Davenport, Halimat Abdulai</p>
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35	Practicing what you preach: Implementing a practical workbook approach in an online statistics course	<p>In 2023, The University of Manchester launched the online MSc/PgDip in Data Analytics and Social Statistics. Within this course, there is a large focus on the use of practicals to enable learners to develop and enhance their programming skills using structured activities and sample data-sets. For the initial run of the course, these practicals were presented as accessible PDFs. Whilst these PDFs communicated the tasks and content of the practicals, they did so in a manner that was static and non-engaging. In addition, when amendments needed to be made to the practicals, this necessitated revisiting the PDFs to ensure that the revised versions were fully accessible. This process had the potential to cause delay. It was felt that a more streamlined approach where practicals could be modified with ease and where accessibility would not be affected by revisions would be beneficial. Hence, upon review and reflection, the format of the practicals was amended. The primary aim of this approach was to improve the programming experience of the student cohort on this course. An approach was trialled where the practicals were presented as a book-style webpage, with the folder containing all the files used to create this practical workbook hosted on GitHub as a public folder.</p> <p>This approach had the benefit of being more engaging to students (e.g. allowing short interactive videos to be embedded in the workbook and content to be presented in a non-linear fashion), as well as the workbook structure facilitating clear communication of practical demonstrations, tasks and answers. The practical workbook was also accessible and simplified the process of making any amendments required. As an additional benefit, this approach also helped to promote and exemplify programming with open-source software to students on this course. Challenges were experienced, and addressed, in this redesign of the practicals (e.g. ensuring accessibility and copyright were fully considered, and that materials could be accessed globally by students, regardless of location). The webpage practical book format used in these online practicals is proposed to be an effective and improved approach that enhances the clarity and content of the materials, facilitates revisions and increases student engagement with the practicals.</p>	Ioana Macoveciuc, Tamara Montrose
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<p>36</p>	<p>Beyond Blended - a reflective, collaborative approach to re-imagining curriculum and learning design</p>	<p>Curriculum and learning design are complex and intertwined concepts. The lockdowns of 2020 forced rapid changes in modes of participation, including widespread use of live online learning and virtual collaboration. There has been a general return to pre-pandemic practices with a focus on in-person, on-site delivery, but there is still much to be learned from the pandemic experience. Now all learning is blended to some extent but the challenge lies in making informed choices about the different blends that are possible and that best respond to student preferences and needs. Understanding the pedagogic value of these choices demand new skills and sometimes more resources.</p> <p>Over the past two years, the authors have been working in partnership with a number of communities across the UK HE sector, conducting and sharing research findings (Jisc, 2022) around approaches to curriculum and learning design. Building on the findings of the research, in particular evolving notions of blended learning, the authors have taken a collaborative, participatory and partnership approach to developing a set of resources to support staff and students engage in meaningful discussions around where, when and how learning and engagement takes place. Our approach considers what is being blended, what choices are available and then what is the pedagogic value of those choices, so staff can discuss with students the value to them of engaging in certain ways.</p> <p>Over the past year and half, we have engaged with c.700 colleagues in various workshops and presentations where we have shared draft resources, and actively sought feedback. We have also worked with an advisory group of key stakeholders (c.25) in learning and curriculum design. This has culminated in a new online guide. The materials offered in the guide acknowledge that learners differ in their management of time and approaches to learning and consider how digital technologies (like AI) can create new relationships to space, place and time.</p> <p>The workshop will provide participants with:</p> <ul style="list-style-type: none"> <li>* An overview of our 4 aspects of learning and 4 modes of participation in learning</li> <li>* An overview of the Beyond Blended resources available</li> <li>* Activities using the resources</li> <li>* Collaborative activities based on selected resources (posters, curriculum lenses, session type cards) for participants to reflect and provide feedback on use.</li> <li>* Opportunities to feedback on the resources to inform future development</li> </ul> <p>Draft overview of workshop:</p> <ul style="list-style-type: none"> <li>* Introduction and overview of the session (5 mins)</li> <li>Setting the context for the work and overview of resources (15mins)</li> </ul>	<p>Sheila MacNeill, Sarah Knight, Helen Beetham, Elizabeth Newall</p>
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37	This is not the tool you're looking for, or is it?	<p>There are many barriers to implementing digital assessment tools at Higher Education Institutions including staff and student engagement, staff workload and accessibility needs. Previous studies have mainly been from digital-first universities (Begnum, M.E and Foss-Pedersen, R.J, 2018) or the adoption of digital assessments in a pandemic context (Aljanazrah, A et al, 2022) making it out-of-scope for campus-based universities in a post-pandemic context. The University of Birmingham HEFi digital assessment team conducted this research to integrate evidence-based practices into the widespread implementation of digital assessment tools, specifically tailored for campus-based universities adapting their digital ecosystems amidst rapid technological changes.</p> <p>Following the university's NSS scores (Office for Students, 2023) and the ethical concerns surrounding AI (Jisc, 2023) this presentation focuses on the results of this year-long study, the unexpected conclusions based on the feedback from academics and students and how this influenced the plan for future use of digital assessment tools across the University.</p> <p>The project involved 7,500 students from across the university and 120 academic teaching staff. The project is also multi-disciplinary having participants from all 5 colleges of the university, these being Arts and Law, Medical and Dental school, Social Sciences, Life and Environmental Sciences and Engineering and Physical Sciences, as well as involving our international students in both our Dubai campus and students studying at the joint institute in Jinan, China. We gathered data from a series of student and academic focus groups and qualitative responses to surveys on their use of the two new assessment tools throughout the yearlong project. A thematic approach to the analysis of the focus group transcripts and survey responses was employed to identify the staff and students' needs and their sentiments when using the tool. We will briefly explore how this has supported the university's decision-making process on adopting these tools.</p> <p>The main takeaways from this session will be: The feedback from students and staff on their usage of new digital assessment tools at the University of Birmingham and how we have endeavoured to remove preferential bias from the process.</p> <p>We aim to inspire delegates to embrace an evidence-based approach in piloting digital tools within their own institutions, thereby fostering enhanced engagement and adoption among both staff and students.</p>	<p>Alison Gibson, Gemma Westwood, Helen Greetham, Alexandra Davenport, Halimat Abdulai</p>
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38	Defining hybrid, hyflex, and blended learning: choice and parity	<p>The terms 'blended', 'hybrid', and 'HyFlex' have become central to discussions about instructional delivery in the post-pandemic era. However, the increased usage of these terms by a broader audience, including those with less specialised knowledge in learning technologies, has led to significant variations in understanding and application. This discrepancy poses challenges for effective implementation and policy formulation – staff may not agree to hybrid teaching because there is a misalignment between their understanding and the institution's terminology. This discussion is also framed by a political backdrop of regulatory bodies like the Office for Students advocating for mandatory in-person teaching components, often misinterpreting blended learning models that have been an integral part of higher education for decades.</p> <p>This study addresses the need for clarity and consensus around these key terms and aimed to empirically investigate how these terms are understood within the higher education sector and to develop best practice recommendations for enhancing definitional clarity.</p> <p>We conducted a survey where 152 participants from various higher education institutions were asked to categorise established definitions of blended, hybrid, and HyFlex learning whilst blinded to the original category. Additionally, participants were asked to provide their own definitions of each term. The categorisation task indicated a disparity in accuracy between the terms, with hybrid learning definitions being less accurately identified compared to those of blended and HyFlex learning.</p> <p>A thematic content analysis of participant-generated definitions suggested that these terms can be defined along two axes 1) student choice — the degree of freedom students have to choose between modalities — and 2) parity of content across modalities and whether there are equitable learning outcomes whether taught online or in-person. Taken together, we suggest that the low accuracy for the hybrid definitions in the categorisation task stems from a lack of specificity on at least one of these axes. For example, the definitions provided by participants for hybrid learning often described a mix of online and F2F teaching with no further specifics on choice or parity, whereas blended and HyFlex definitions more frequently included more detail. That said, although participants were able to assign blinded HyFlex definitions to the correct category more often than hybrid definitions, the most frequent free-text response was to indicate unfamiliarity with this term.</p> <p>The full presentation will also present the results of this dual axis coding scheme applied to definitions from the peer-reviewed literature. Whilst it is unrealistic to advocate that all stakeholders converge on the same set of terms, our dual-axis approach may provide a pragmatic framework that can help enhance clarity and thus support effective policy making and implementation.</p>	Emily Nordmann, Barbora Hronska, Jill MacKay
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39	Mid-module evaluation: A Toolkit for Collaboration	<p>HE institutions are constantly looking to measure the student experience in more authentic and meaningful ways. However, the surveys often focus only on the perspective of the student, without taking the teacher's perspective into account. Furthermore, faculty are commonly left to decipher the results alone, and must work independently to improve the student experience. The feedback gap and time delay of common student feedback methods (Neumann &amp; Linzmayer, 2021) can lead to frustration rather than innovation for faculty and students.</p> <p>One role of a learning designer is to support faculty to analyse student feedback and consider how to improve the experience for all. However, Learning Design teams are often small compared to the large number of faculty, limiting the amount of personalised support on offer.</p> <p>To try and address these feedback issues, one member of the learning design team partnered up with a member of academic staff to develop a toolkit for mid-module evaluation. The toolkit combines a survey, results, and advice into a single 'off the shelf' toolkit that staff can use quickly and effectively in partnership with their students. The toolkit analyses the perceptions of both faculty and students on their learning community. That is, how effectively students and staff collaborate to improve understanding of the course content (Garrison, 2011). The responses can be viewed side-by-side to identify commonalities and discrepancies, and where perceptions differ.</p> <p>During pilots, the toolkit showed a benefit for both students and staff. For example, on a module with a 38% response rate (116 students), the faculty scored the community low on "task facilitation and classroom management". However, the students scored them much higher. This guided faculty to identify hidden strengths and put their efforts for change towards areas where students actually felt improvements were needed.</p> <p>On the same module, faculty scored the "cognitive engagement" statements high, whilst the students scored them low. Whilst the faculty felt that learning activities helped students to form explanations, test their knowledge and apply theory to practice; their students suggested that wasn't the case.</p> <p>The toolkit then provides advice, for students and faculty, on the most meaningful changes that could be implemented. The advice was constructed through collaboration with staff and students from across the institution. The advice for faculty is segmented into: quick wins, which can be implemented as soon as their next class; and longer term considerations for the summer break course review. For students, the advice is split into before, during and after a class.</p> <p>The toolkit has been well received through the pilot phase, with faculty reporting high response rates and positive feedback on the actions that were taken because of the advice provided by the toolkit.</p> <p>This session will include a brief demonstration of the toolkit and a reflection on stakeholder considerations, successes and points of failure, and key action points from which others can learn from and build their own collaborative projects.</p>	Michael Hackman, Hannah Shaw
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42	Cultivating collaboration for strategic change using Jisc's framework and maturity model for digital transformation	<p>UK universities are facing significant disruption due to the economic crisis and limited resources, along with the lasting impact of the pandemic on staff and student wellbeing. One of the ways the sector is responding to challenges and disruption is by revisiting or in some cases, developing their digital transformation strategies.</p> <p>The benefits of digital transformation are manifold: a university that uses technology to its maximum potential stands to not only enable a healthy research culture and high-quality teaching and learning experiences, but will also leverage the use of data, improve accessibility, optimise efficiency, bolster cyber-security, protect itself financially, and even reduce its environmental impact.</p> <p>The path to successful digital transformation is not without challenges. It demands targeted investments, digitally aware leadership, robust and secure infrastructure, engaged stakeholders, uniform data practices, digitally proficient staff and students, and, perhaps most crucially, a cultural shift towards digital adoption.</p> <p>Over the past year, Jisc has been collaborating with 24 UK universities and a French university, who have been adopting and adapting Jisc's framework and maturity model (Jisc, 2023) for digital transformation. Universities have been self-assessing their digital maturity across academic, professional services and IT departments to baseline their existing practice, highlight gaps in previous approaches, and to identify priorities for investment and development.</p> <p>In this workshop we will hear from 3 universities who participated in Jisc's pilot. They have been self-assessing their readiness for digital across organisational digital culture and knowledge development areas of Jisc's framework and maturity model. They will share their approaches to stakeholder engagement and how this has enabled a culture of collaboration and development of organisation-wide roadmaps for digital transformation. Participants will be asked to consider their own organisations' digital maturity in relation to digital culture and knowledge development, and what their priorities are for change.</p> <p>Participants will:</p> <ol style="list-style-type: none"> <li>1. Acquire insights into the different approaches to assessing the digital maturity of an organisation by working with a range of stakeholders including academic, professional services and IT staff as well as students.</li> <li>2. Develop an understanding of the broad range of areas digital transformation affects including organisational digital culture, knowledge development and knowledge management and use.</li> <li>3. Consider the different ways of assessing digital maturity in their own organisation and how this could assist with prioritising investment to support digital transformation.</li> </ol> <p>Workshop outline:</p> <p>00-05: Setting the context for developing a framework and model for digital transformation for higher education</p> <p>05-10: What do we mean by 'digital maturity'? (polling of audience)</p> <p>10-25: University of Manchester, City University, London and Sheffield Hallam University will share their approaches to assessing their digital maturity and how they engaged a range of academic, professional services and IT stakeholders in the process</p> <p>25-45 Participants will select one of three groups led by each of the representatives from the 3</p>	Sarah Knight, Simon Birkett, Lou McGill, Elizabeth Newall, Julie Voce, Alison Purvis, Jane Mooney, Caroline Bowsher
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43	Using electronic laboratory notebooks to facilitate student collaboration in Engineering at the University of Leeds	<p>In this paper, I will describe the process of exploring and implementing Microsoft's Class Notebook tool as a electronic laboratory notebook (ELN) for undergraduate students studying Civil Engineering at the University of Leeds. Patrick (2022) states that laboratories are a fundamental and critical part of engineering education but that there are gaps between education and workforce practices, namely cloud-based ELNs as a part of digital literacy skills.</p> <p>The aim of the project is to expose students to industry practices in a controlled and scaffolded platform that can be personalised based on the module and laboratory content.</p> <p>Student uses of ELNs include:</p> <ul style="list-style-type: none"> <li>* Completion of pre-lab work, such as quizzes using Microsoft Forms.</li> <li>* Recording lab results in pre-determined tables both individually and as part of a group.</li> <li>* Analysing and drawing conclusions from data, including adding graphs with integrated Excel spreadsheets.</li> <li>* Sharing data with peers in collaborative spaces of the notebook (see for comparison, Robb et al., 2015).</li> </ul> <p>I will share (1) how this process was enhanced by including the voices of student ambassadors from the engineering faculty and their involvement in researching, designing, and testing the deployed solution to their peers; (2) illustrate how the student ambassadors positively impacted the project by adjusting academic teaching staff attitudes and teaching practices; (3) explain how academic staff worked with learning technologists to research, develop and launch ELNs into sessions with over 100 students; (4) address the benefits and challenges that have arisen in working collaboratively with staff and student stakeholders.</p> <p>This discussion will be accompanied by the findings of the student evaluation survey, illustrating how students felt when a traditional paper notebook was replaced with technology in a classroom setting, including questions of industry authenticity and suggestions of elements they would change. Kanza et al (2017) suggests that using pre-existing cloud software (such as Microsoft Class notebook) can lead to more accessible adoption of technology.</p> <p>Drawing from the survey results, our collaborative initiative plans to install lab-specific devices onto work benches, instead of relying on students to bring their own devices into the lab space, avoiding contact with hazardous chemicals or equipment, concerns Van Dyke &amp; Smith-Carpenter outlined (2017). This will also mitigate concerns about the digital divide within students in terms of access to devices.</p> <p>I will conclude with our plans to collect further student feedback and share the experience across the faculty and university STEM digital education and teaching communities.</p> <p>References</p> <p>Patrick Jr, C. (2022). Implementation of a cloud-based electronic laboratory notebook to foster professional engineering workforce skills. <i>Biomedical Engineering Education</i>, 2(2), 305-317.</p> <p>Kanza S, Willoughby C, Gibbins N, Whithy B, Frev J G, Friaevic J, &amp; Kovač K (2017) Electronic</p>	Lucy Thacker, Mohsen Besharat
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44	Investing in collaborative relationships for course design with professional services teams in HE.	<p>This session explores ways for learning technologists or learning designers to collaborate with professional services teams in Higher Education to develop online induction courses.</p> <p>This case study explores the collaborative efforts between the Equality, Diversity, and Inclusion (EDI) team at the University of Strathclyde and myself, beginning in 2022, aimed at creating their inaugural induction course. As a first-time project manager, I adopted a facilitated learning approach, providing the EDI team with experiential learning opportunities in course design and raising awareness of the possibilities within this domain.</p> <p>The EDI team, a professional services unit rather than an academic one, expressed a desire to design several courses over the coming years. Recognizing this, I invested time during the design and planning stages, treating the project as a learning experience.</p> <p>My goal was to support my colleagues in learning the necessary skills for such a project, enabling them to work autonomously in the future while providing the structure, instruction, quality checks, and momentum needed to deliver the project successfully. Consideration was also given to supporting professional services staff beyond the delivery of the project as they needed support regarding how to moderate, manage and report on the running of their courses.</p> <p>In 2023, the status of the original EDI online induction course and its sister course, Tackling Gender-Based Violence, were raised as they were made mandatory for registration for all new undergraduate students at the University of Strathclyde with over 4000 students completing by October 2023. Prior to the launch of these courses as mandatory, I re-engaged with the EDI team to check, edit, and improve content and functionality, with focus on accessibility. Collaboration extended to a range of teams involved in areas such as accessibility, copyright, and registry.</p> <p>This collaborative methodology resulted in the successful design and delivery of three courses, with a fourth currently in progress. It underscored the importance of developing people and fostering sustainable success. The experience highlighted that the role of an LT and project manager involves cultivating effective collaboration and developing the capabilities of team members, which is crucial for overcoming challenges and achieving project goals. The ongoing engagement and the collaborative problem-solving approach have since been extended to other professional services teams, enhancing the delivery of positive learning experiences across the university.</p> <p>In summary, this case study demonstrates that collaborative course design with professional services staff, when approached as a facilitated learning opportunity, can lead to successful project outcomes and sustainable skills development. Our continued engagement has enabled us to manage urgent redevelopment requests and respond to challenges with ease, paving the way for ongoing success in course design and delivery.</p>	Jennifer McWatt
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45	Learning design: co-creation and reflections from the University of Chester	<p>At the University of Chester, we have been reviewing, reflecting, and reimagining how we partner with our academic colleagues that aim to create educational experiences that are reflective, holistic, and drive innovation. Based on sector experience and local requirements, we adopted the ABC learning design approach to work with colleagues and create collaborative partnerships with academic staff, professional services colleagues and students. We are in the process of evolving our learning design approach to work across multiple levels of activity (from session design to curriculum design) – keeping a firm focus on co-design with stakeholders. This focus on creating collaborative, partnership approach is integral to how we move forward as an Institution; reflecting and reviewing what we do to continually improve our student experience. As part of our workshops, we reflected on what worked well and what we needed to improve and realised that we needed to create a wealth of resources to support this work. This resulted in our recipe card book and a set of learning design games to use with our educators in the workshop. In line with university-wide projects aligned to curriculum development, we have been focusing our effort on how to scale up our learning design support while working within common sector constraints – including finances. This presentation will share our reflections, resources and experiences of embedding a new learning design service from inceptions to scale across the University.</p>	Alice Jones
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47	<p>Embarking on a New Learning Frontier: VR Digital Content Creation Enhancing EFL Learning</p>	<p>Virtual Reality (VR) technology presents an innovative avenue for language learning and holds potential for fostering language learning engagement. However, the high cost of VR headsets raises the threshold for widespread adoption in practical classrooms, and previous studies report that some users experience dizziness after viewing 3-D images in highly immersive virtual worlds. Moreover, most current 3-D virtual worlds do not allow users to edit content or create learning spaces tailored to their own needs.</p> <p>Therefore, I argue that Virtual Reality Digital Content Creation (VRDCC) offers a healthier, more accessible, and more creative learning approach. Unlike traditional VR, which necessitates headsets, VRDCC (e.g., <a href="https://www.cospaces.io">https://www.cospaces.io</a> [<a href="https://www.cospaces.io">https://www.cospaces.io</a>]) utilises standard computer setups, empowering students to become VR digital content designers and creators. This approach allows language learners to use their knowledge of a second or foreign language to create virtual scenarios mirroring real-life contexts, such as conversations in restaurants. In this process, students' language skills have the potential to be improved due to the repeated use of language knowledge in content creation and the numerous opportunities for interpersonal interaction throughout collaborative learning. However, research into VRDCC integrated language learning is still in its infancy, and the impact of this learning design on student engagement and achievement is not fully understood. Meanwhile, scholars emphasise the need for solid pedagogical foundations in VR integrated language learning.</p> <p>Against this background, my PhD study aims to explore whether and how student-centred active learning in VRDCC can affect language learning engagement and achievement, and to understand learners' perceptions of the VRDCC integrated learning. I will employ activity theory as the research framework. Activity theory is a framework that examines the complex interactions between individuals, tools, and the social context. The VRDCC integrated classroom design emphasises student-led active learning and utilises task-based collaborative learning approach. Students will be assigned VRDCC integrated learning tasks in <a href="https://www.cospaces.io">https://www.cospaces.io</a> [<a href="https://www.cospaces.io">https://www.cospaces.io</a>]. The treatment process will be centred around the experimental method, and conducted in two primary Grade Five English as a Foreign Language (EFL) classrooms in South China. Through mixed-method data collection, including pre- and post-assessments to measure changes in language proficiency, surveys to collect quantitative data on engagement levels, interviews to gain in-depth insights into student experiences, and analysis of student-created content to evaluate the practical application of language skills, a multifaceted understanding of the interplay between student-centred active learning, language learning engagement, and language learning achievement in VRDCC could be achieved.</p> <p>I hope that my PhD research will provide an empirical research contribution to the integration of VR in language learning. In practice, it will facilitate the integration of VR in language education through VRDCC, a healthier, more accessible, and more creative approach.</p>	Ming Chen
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48	Introducing ArcGIS tools for townscape analyses in undergraduate urban planning studio	<p>Urban design and planning have conventionally solved problems in stable built environment conditions, but nowadays, new environmental and socio-economic challenges are faced. These require better training of future practitioners to make decisions in critical situations and work collaboratively. Here a learning-by-doing process is presented, in which second-year undergraduates actively construct knowledge via direct interaction with the built environment and using digital technology. More specifically, student-centred learning is reified in a field-based project in which students are provided the tools and instructions to build skills for a personalised analysis of an urban locality. Operationally, the learners did a small piece of action-based field research. They gathered data from a real context and, with the help of digital tools, analysed it and presented it interactively.</p> <p>ArcGIS tools were employed to capture information from the site, model it, and visualise it to understand certain phenomena in the real world. Some of the best-performing students showed outstanding results and self-determination. Whether the students acquired the envisioned learning outcomes has been evaluated through a survey questionnaire. The use of ArcGIS tools for urban planning purposes appeared interesting, including for mature students in a previous cohort. It is hoped that such learning activities could be of help in students' future urban planning careers, particularly as a means to communicate technical analyses to citizens and stakeholders. A longitudinal study to assess the above is further recommended.</p>	Aura-Luciana Istrate
49	Designing a course for 'twin' attendance modes: reflections on the process and implications for further practice		Lukasz Kaczmarek

50	Online Education at Parkinson's UK: Practice and Collaboration	<p>A service being offered by a growing number of medium and large-sized medical charities in the UK is that of online education, aimed in the main at an audience of health and social care professionals working in the relevant area. The charity education offer can take various forms, including modules and courses of on-platform, independent learning - from the "bitesize" of just a few minutes, to the more substantial over several hours of study - and webinars. Education of this sort can be regarded as a form of Continuing Professional Development, seeking to further the skills and understanding of professionals and thereby improve the lives of patients.</p> <p>After more than 20 years working in higher education - including setting up and running teams who collaborated with academic colleagues to produce and maintain online learning, together with establishing associated policy and practice - in late 2023 I moved into the charity sector as Education Lead at Parkinson's UK. The professional-facing education provision at PUK incorporates several areas of activity and modes of delivery, but a key component is a suite of about 30 self-directed, online courses. Most are accessed via the Parkinson's UK website, with a small number hosted on The Open University's OpenLearn platform.</p> <p>By participating in ALT24, I would like to draw the attention of ALT members and of colleagues working in online teaching and learning to the work taking place within Parkinson's UK and the charity sector - a field of developing professional practice which is often engaged in interesting, socially useful work and which has drivers and contexts that can serve to set it apart from organisations such as universities in terms of the characteristics of the learning it produces. Furthermore, I would be keen to collaborate with online learning professionals in other charitable organisations - for example, by means of a community of practice in order to exchange information, knowledge and perspective, to solve problems, network, innovate and provide mutual support and encouragement.</p> <p style="text-align: center;">****</p>	Mike Innes
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51	Building Capacity within the Centre for Teaching and Learning team for the AI Revolution in higher education: Experiences and Initiatives.	<p>This presentation will focus on how the Centre for Teaching and Learning at Oxford University built capacity within their team to face the challenges and evolution of AI in higher education. We will discuss how we created this community of practice, learned from each other and worked together to support staff and students in the use of AI tools for teaching and learning.</p> <p>Drawing on the CTL's diverse team's strengths, we have organised an AI group that included people from various backgrounds (e.g. educational development, digital education, teaching, psychology and linguistics) to enhance our collective expertise around AI. This effort was significantly supported by one staff member with a deep knowledge of AI, who facilitated substantial capacity building within our team. Also, various team members of the AI group are part of the JISC support group and AI special interest group at the university, fostering collaborations and connections with colleagues interested in AI across the university and keeping us informed about the rapidly evolving world of AI.</p> <p>The generation of the AI group has allowed us to develop resources in a timely manner to address the rapid changes brought about by AI in higher education. Some of the initiatives we have implemented include a series of webinars and companion workshops held in person, designed to engage and support administrative and academic staff in the use of AI in higher education. We have also conducted focus groups with students to better understand their needs and perspectives on AI. Additionally, an 'AI in Academic Practice' Canvas course was piloted with learning technologists across the University to provide structured learning opportunities. These efforts are complemented by the development of new teaching ideas and student guidance materials distributed university wide. We have also facilitated bespoke training sessions which were tailored for individual colleges and departments, ensuring that specific needs and challenges are addressed. Through these varied approaches, we aim to equip ourselves and our academic community with the skills and knowledge necessary to apply AI tools effectively in the current educational world.</p> <p>This has been an enriching learning experience for our team over the last year. We are aware that when there is such a powerful and sudden change, and a need to respond, there is no single 'right' formula. For this reason, we believe it is important to discuss what went 'behind the scenes' during the creation of the AI group. We will draw on our initial experiences, lessons learned, how we tackled challenges, and how we move forward (or in parallel) with the rapid developments in AI, and any other changes in digital education.</p>	Xavier Laurent, Sandra Morales, Chloe Walker, Tawa Edwards, Fawei Geng, Dominik Lukes, Ruth Percy, Dominic Alonzi
52	Communication Platform for Non-verbal Autistic children in Oman using Android mobile	<p>The main aim of this paper is to discuss about the issue regarding Non-verbal Autism Spectrum Disorder. It has been seen that this mental disorder is listed in major parts of the world including US, UK and India. To mitigate this type of disorder a wide range of smartphone, computers and artificial intelligence has been used. This technology has helped the population to cope up with socialization and the communication needs. Many application regarding this technology has been developed specializing communication capabilities of the non-verbal autistic children. This thesis project has given a proposal for developing a platform that included a web panel and an android mobile application together which helped the non-verbal autistic children in communication process and it has helped them to express themselves specially in Oman. Different intervention in this case have been merged for improving life of the people's spectrum from autism. The main problem has been assessed in this case is that the implemented fragmented approach is not suitable for the autistic child. The augmented reality framework has the capability of poking the kid's autism toward increment in creative play. This framework will give the child an opportunity to view themselves on the PC screen like the mirrors.</p>	Yue Zheng, Amna Al-Araimi, Haiming Liu



53	<p>Title: Developing an E-learning Resource for Palliative Care Education: A Feasibility Study.</p>	<p>Title: Developing an E-learning Resource for Palliative Care Education: A Feasibility Study.</p> <p>Background:Nurses play a vital role in providing consistent, high-quality palliative care, necessitating thorough education and training (1). This education should encompass essential knowledge and skills for caring for terminally ill or dying patients, given the imperative to meet the rising demand for proficient healthcare providers in this area (2). The global healthcare community recognizes the need to improve both the quantity and quality of the healthcare workforce, leading to ongoing efforts to innovate and expedite medical education methods (3).</p> <p>Aim: This study aims to explore the feasibility of delivering palliative care nurse education through distance learning approaches.</p> <p>Methods: In this study, a sequential exploratory mixed-method approach was employed. Phase one involved exploring needs, Phase two focused on developing and designing a web-based program, and Phase three entailed implementing the intervention and conducting pre-post-tests. Semi-structured interviews were conducted with participants to gain insights into their thoughts and perceptions regarding the intervention.</p> <p>Results:This study involved the recruitment of 53 participants. The study findings demonstrated significant improvements in both knowledge and confidence among participants following the intervention. Analysis of interview data from 13 participants revealed three main themes: perceptions of the intervention's usability, perceptions of its usefulness, and levels of engagement with the intervention. Quantitative and qualitative data were then assessed against predefined feasibility criteria. The results indicated that the predefined feasibility criteria were met including the research process, data collection, recruitment rate, attrition rate, participant experience of the intervention, intervention adherence, and feasibility of outcome measures.</p> <p>Conclusion: The findings of this study suggest that the intervention is feasible and applicable for palliative care education. This research opens up promising opportunities for further investigation, including conducting a definitive trial to evaluate the intervention's efficacy and long-term effectiveness.</p> <p>References:</p> <p>1- Ferrell, B., Malloy, P., Mazanec, P. and Virani, R., 2016. CARES: AACN's new competencies and recommendations for educating undergraduate nursing students to improve palliative care. <i>Journal of Professional Nursing</i>, 32(5), pp.327-333</p> <p>2- Alomari, D. and Abu-Snieneh, H.M., 2023. Student nurses' knowledge of and attitudes toward palliative care in the Middle East: an integrative review. <i>International journal of palliative nursing</i>, 29(3), pp.109-117.</p> <p>3- Car J, Carlstedt-Duke J, Tudor Car L, Posadzki P, Whiting P, Zary N, .2019. Digital Health Education Collaboration. Digital education in health professions: the need for overarching evidence synthesis. <i>J Med Internet Res</i>14;21(2):e12913.</p>	<p>Areej Alosimi, Heather Wharrad, Katharine Whittingham</p>
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54	Fostering Inclusivity: The University of Liverpool's Inclusive Curriculum Development Workshop	<p style="text-align: center;"><b>ABSTRACT</b></p> <p>The University of Liverpool's Inclusive Curriculum Development workshop is designed to foster an understanding of inclusive practice as an integral part of curriculum design. This session aims to help participants identify and explore existing good practices, enhance their understanding of inclusivity, and set future priorities for creating an inclusive learning environment.</p> <p style="text-align: center;"><b>Background and Objectives</b></p> <p>The workshop is structured to engage participants with the University of Liverpool's Inclusive Curriculum Development Tool, which covers four key areas: belonging and engagement, course content, teaching and learning delivery, and assessment and feedback. Supported by extensive research and best practices, the tool promotes inclusivity across various dimensions and aligns with broader institutional goals, including the Race Equality Charter (REC), the Student Success Framework, the Access and Participation Plan, and the UN's Sustainable Development Goal 4, which advocates for inclusive and equitable quality education.</p> <p style="text-align: center;"><b>SESSION OUTLINE</b></p> <p>The session begins with an icebreaker and introductions, where participants will be introduced to the session plan and its objectives. The primary goal is to create a shared understanding of inclusive practice within the curriculum.</p> <p>Participants will be introduced to key concepts. These will be explained in the context of inclusive curriculum development, providing clarity, and addressing any questions or doubts that participants may have.</p> <p style="text-align: center;"><b>Group Work, Good Practice Sharing and Feedback</b></p> <p>Participants will collaboratively consider reflective statements to gauge their understanding, resistance, and current practice levels. Through discussions and feedback, participants will review their achievements and challenges, reflecting on how they can re-imagine their approaches to inclusivity. Participants will share existing good practices, recognising and celebrating effective inclusive practices already in place. This section will encourage reflection on what has been successful and what can be improved.</p> <p style="text-align: center;"><b>Demonstration of the Inclusive Curriculum Tool</b></p> <p>The session will conclude with a demonstration of the University of Liverpool's Inclusive Curriculum Development Tool, showcasing its features and how it can be used to support inclusive curriculum design. This simple digital tool is free to access and can be transferred to any interested participants for use in their own institution or context.</p> <p style="text-align: center;"><b>Outputs</b></p> <p>By the end of the session, attendees will have a clearer vision of how to incorporate inclusive practices into their curricula, ensuring that all student groups are considered and supported. This workshop provides a platform for participants to reflect on their practices, learn about inclusive curriculum development, and contribute to creating a more equitable and inclusive educational environment. Through reviewing, reflecting, and re-imagining their approaches, participants will be better equipped to adapt to the evolving landscape of learning technology post-2024.</p>	Laura Blundell, Rob Lindsay
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55	Differences Not Deficits: Civil Digital Infrastructure Impact on International Students' Experience	<p>Two phases of Jisc's international students' digital experience research describe the impact of cultural and digital shock, and the importance of considering international students' prior digital experience when supporting them to transition into UK HE (Jisc, 2023a and 2023b). A key finding from the second report, published in November, was that prior home country digital experience has a significant impact on international students' expectations in relation to how they access and use digital technologies during their studies abroad.</p> <p>In the same month, the Portulans Institute (with Saïd Business School, University of Oxford), released its latest, annual Network Readiness Index (NRI) report, in which 134 countries were compared across four dimensions of digital readiness: technology, governance, people and impact (Portulans, 2023). The index uses 58 different indicators to feed into a country's overall global ranking.</p> <p>In 2024, Jisc and the Portulans Institute have united to provide digital country profiles that summarise international students' feedback on their digital experiences alongside civil digital infrastructure metrics using NRI indicators. This first set of digital country profiles focuses on four countries that are key contributors to the UK international student population: Nigeria, India, Pakistan and China.</p> <p>Our research is supporting the HE sector in providing an equitable student learning experience by sharing insights into the previous experience of international students in accessing and using digital technologies within the context of their home country's digital infrastructure. We will only fully understand international students' cultural and/or pedagogical experience if we consider the digital lens through which the students may experience them.</p> <p>The top level results of our research revealed that:</p> <ul style="list-style-type: none"> <li>* Most students travelling from African countries were used to using mobile data rather than wifi to access TEL</li> <li>* Students from some countries perceive the UK as providing a lower level of civil digital infrastructure or experience than their home countries</li> <li>* There were statistically significant differences between home global regions in relation to home country's frequency of power cuts, access to reliable wifi, use of VLEs, and use of digital by teaching staff to support learning and teaching</li> <li>* Up to 34% of international students (depending on home global area) said their previous use of digital technologies to support learning was "very different and impossible to compare to that in the UK"</li> <li>* Many students valued the digital resources they had been provided with by their UK university. However, students also talked about the challenges they initially faced when making their "digital border crossing" into the UK TEL mindset and course expectation.</li> </ul> <p>In this session, you will learn how the civil digital infrastructure of home country impacts the experience of students who make digital border crossings to undertake a higher education.</p> <p>References</p> <p>Jisc. 2023a. International students' digital experience phase one: a review of policy, academic</p>	Elizabeth Newall, Sarah Knight, Tabetha Newman, Mike Gulliver, Rafael Escalona Reynoso, Sylvie Antal, Mariam Chaduneli
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56	<p>ReLOADing a Virtual Lab Tour: Immersive Digital Resources for Mechanical Engineering Students in Leeds and China</p>	<p>The web-based ReLOAD (Real Labs Operating At a Distance) platform offers real-time access to high-quality experimental equipment, enabling students to conduct experiments using apparatus on campus, irrespective of their location. Since its inception in 2000, ReLOAD has been integrated for Year 1 and 2 Mechanical Engineering students at the University of Leeds and Year 1 students at our partner institution, Southwest Jiaotong University in China. Following a significant review in 2023, the ReLOAD Virtual Lab Tour project enhanced the platform by incorporating digital multimedia assets such as 360-degree images and videos, and 3D photogrammetry using the eAuthoring tool, ThingLink. In this presentation, I will demonstrate the resource and discuss the processes, achievements, and challenges of the review process. I will also outline the future steps for the project and its broader implications for current research in the field.</p> <p>10 Leeds Student Ambassadors from various disciplines completed a mixed-methods survey as part of the initial review. The survey results identified the need for greater visual engagement, a more immersive learning experience, and consideration of time constraints faced by students when familiarizing themselves with the platform. Seven participants reported increased confidence in exploring the virtual laboratory thanks to the 360-degree images and videos, and 3D photogrammetry. Six participants also cited the benefits of enhanced interactivity enabled by the ThingLink interface. These assets were praised for facilitating self-directed learning and reducing student anxiety about unfamiliar laboratory equipment (Kebande, 2024; Clemons et al., 2019; Thanyadit et al., 2022). These findings informed the creation of a virtual lab that can be easily deployed and seamlessly integrated into our Learning Management Systems (LMS): Blackboard Learn in Leeds and Rise360 course in China, ensuring easy access, flexibility, and increased engagement with the ReLOAD systems (Jamshidi and Milanovic, 2022; Koretsky et al., 2008).</p> <p>Challenges still remain. Creating high-quality 3D photogrammetry of lab equipment and designing concise, coherent storyboards for the virtual laboratory environment, for example, requires high levels of skill and time commitment for a Learning Technologist. Addressing these challenges is crucial, as such improvements have been shown to enhance students' understanding of virtual laboratory platforms and experiment instructions while fostering a sense of belonging (particularly among international students) through access to realistic representations of physical laboratory spaces (Clemons et al., 2019; Levonis et al., 2020; Cavanagh et al., 2015).</p> <p>Looking ahead, the project aims to integrate the ReLOAD Virtual Lab Tour into a fully immersive Virtual Reality (VR) environment. This could be realized through ThingLink, which offers an embedded VR feature. The goal is to streamline the learning process by reducing cognitive load and enhancing asynchronous shared-space learning (Panasiuk et al., 2021; Thanyadit et al., 2022). The project also plans to enhance Learning Technologist skills through continuing professional development (CPD) in multimedia design principles. This should contribute to the production of further high-quality 3D assets, providing multi-sensory experiences and fostering interest in authentic educational contexts (Leacock and Nesbit, 2007; Ritzhaupt et al., 2014; Fink et al., 2023).</p>	Putu Sadhvi Sita
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<p>57</p>	<p>A Collaborative Journey: Redesigning University of Glasgow Singapore's Programmes for Blended Delivery</p>	<p>The University of Glasgow Singapore (UGS) launched in 2011 as the first subsidiary outside of Scotland in the University's 560-year history. In partnership with Singapore Institute of Technology (SIT), UGS provides five BEng and BSc Honours joint degree programmes delivered in-country.</p> <p>Since 2022, the Digital Education Delivery (DED) team have been cultivating a collaborative partnership with UGS on a project to redesign all their joint degree programmes for blended delivery in preparation for SIT 's move to the new Punggol Campus.</p> <p>In this case study we will describe how the DED devised and implemented an 18-month support plan to work with UGS to redesign their programmes for blended delivery. We will share how we approached this project, its overall development, the needs and scope, the pedagogies that informed our design, and the details of our findings from each stage, and what we have learned and what we hope to do next. To share practice and experiences we will also expand upon the challenges that arose.</p> <p>We will describe how we analysed the requirements and devised a detailed and realistic support plan with milestones and deliverables.</p> <p>We will describe how we analysed UGS/SIT's applied learning approach, based on the flipped classroom (Brewer &amp; Movahedazarhouligh, 2018) and active learning (Freeman et al, 2014) to compare it with UofG's blended learning approach, so we could align both approaches.</p> <p>We aim to reflect critically on the challenges, such as ensuring a consistent course design for both partners that would meet regulations for both UofG and SIT and navigating the varied expectations of the partners involved.</p> <p>Other challenges covered include:</p> <ul style="list-style-type: none"> <li>* Using synchronous and asynchronous communication tools</li> <li>* Adapting the UofG Course Content Mapping Framework for UGS</li> <li>* Reviewing and analysing SIT's digital ecosystem and mapping it to the ABC learning types (Laurillard, 2002, 2012)</li> <li>* Moving development from Moodle to our partners LMS, Brightspace</li> <li>* Adapting our baseline Moodle course template for Brightspace</li> <li>* Development of a bespoke UGS Resource Hub in SharePoint</li> <li>* Resource allocation and the challenges of working in different time zones</li> </ul> <p>We will share our learning journey on how DED collaborated with UGS to redesign and develop two engineering courses, and how UGS use these courses as exemplar templates for the move to blended delivery.</p> <p>We will describe how we delivered two weeks of training workshops, one week online, and one week in person in Singapore. And share our practice and experiences with using synchronous &amp; asynchronous delivery. We gathered feedback after each week of workshops and will share our findings to argue why face-to-face is still important for engagement and collaboration.</p> <p>Finally, we will describe how the partnership has led to fruitful collaborations, such as a presentation at the UofG Learning &amp; Teaching Conference (Della et al, 2024) detailing the piloting of a course in Jan 2024, and an award of funding from the Student Staff Partnership Scheme. We will finish by outlining how the project will move forward to completion.</p>	<p>Gareth Peevers, Thomas McMaster, Neeraj Bhardwaj, Cindy Goh, Jolly Atit Shah, Sye Loong Keoh</p>
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58	Accessibility hacks and more in Articulate Rise 360	<p>Articulate Rise 360 is an authoring tool used in HE and FE that enables instructors to efficiently create online learning materials using prebuilt templates and learning blocks. However, there are several issues that hinder accessibility and creativity. This workshop explores how we found solutions for these issues. While primarily focused on the context of Rise 360, the principles can be applied to other authoring tools and VLEs.</p> <p style="text-align: center;">Issues</p> <p>While there are around 10 different types of blocks available, Rise only allows basic modifications such as font size, colour, and background colour.</p> <p>Another issue is when trying to create accessible math functions. Most VLEs and authoring tools can read LaTeX code via an equation editor. Rise does not have an equation editor and MathML and MathJax are not supported. There are also challenges when embedding documents, computer code, and certain images within Rise and this leads to breaking of internal links when courses are copied.</p> <p>Learning content that includes specific objects, artifacts, structures, and locations can be significantly improved by using 3D content. Finding a way to include these is important for improved courses.</p> <p style="text-align: center;">Solutions</p> <p>The hacks included creating reusable accessible blocks and SVG images, making complex math functions accessible, and embedding 3D models. After experimenting with the Rise HTML code, we identified which HTML elements (&lt;p&gt;, &lt;h&gt;, and &lt;li&gt;) could be edited and saved within a lesson. This allowed us to create bespoke blocks for specific activities, improve accessibility, and be more creative.</p> <p>Having searched and tested several online tools, we identified a way to extract math functions as images from Word documents, generate alt text for these from the LaTeX code, and then place these in Rise in an accessible format.</p> <p>The standard Rise multimedia attachment block appears large and clunky. To avoid using these blocks, attachments can be linked to text in the content. However, if these links are copied to another course, they break. Using an online URL shortener tool, we were able to bypass the issue of broken links when copying a course. This has been very useful when providing content in alternative formats (Computer code, lists, and tables as HTML files) to improve accessibility. Link shorteners also have the benefit of providing real-time analytics.</p> <p>So far, two feasible methods (Sketchfab and Modelviewer) for embedding 3D models with annotations into lessons have been used, and participants will have the chance to explore these during the workshop. These have been combined with other content blocks to create engaging learning activities. We are currently working on ways to further improve their accessibility and streamline the process.</p> <p>These results have shown the benefits of searching for solutions and have encouraged us to continue looking for further creative options.</p>	Wilfried Sharp
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59	8 Out of 10 Cats does Digital Education: Findings from the 2024 UCISA Digital Education survey	<p>What are the top three digital education initiatives planned for the next two years? How are institutions responding to challenges of digital poverty? What support is in place for digital accessibility?</p> <p>Come along to a special ALT-C edition of 8 Out of 10 Cats does Digital Education. Based on the popular UK TV show 8 Out of 10 Cats ("8 Out of 10 Cats", 2024), join two panels of digital education and digital capabilities practitioners to explore these questions and more!</p> <p>The UCISA Technology Enhanced Learning (TEL) Surveys (UCISA, 2024b) and Digital Capabilities Surveys (UCISA, 2024a) have been researching institutional approaches on the use of the technology enhanced learning, tools and digital capabilities for over 20 years. The COVID-19 experiences and the emergency shift to remote learning and teaching have prompted a review of both surveys, with attention to the interdependence between TEL tools adoption and the associated digital capabilities that are required to support blended, hybrid or fully online delivery.</p> <p>In 2024, we launched the new Digital Education survey which explored the range of tools, services and practices that organisations are supporting and deploying to support digital transformation related to education. The survey took place between January-April 2024 and received responses from 59 UK higher education institutions.</p> <p>This will be an interactive workshop to review the 2024 survey findings and consider the longitudinal trends. The format will include a mixture of gameshow style panel discussions, with two panels of three digital education and digital capabilities practitioners. In between the panel discussions, there will be opportunities for the audience to discuss themes in small groups.</p> <p>By participating in this session, attendees will:</p> <ul style="list-style-type: none"> <li>* develop a good understanding of how digital education is used and supported across the sector.</li> <li>* reflect on the survey findings in the context of their own institution.</li> <li>* learn how other institutions are using and supporting digital education.</li> </ul> <p>References</p> <p>8 Out of 10 Cats (2024). In Wikipedia. Retrieved 29 April 2024, from <a href="https://en.wikipedia.org/wiki/8_Out_of_10_Cats">https://en.wikipedia.org/wiki/8_Out_of_10_Cats</a> [https://en.wikipedia.org/wiki/8_Out_of_10_Cats]</p> <p>UCISA (2024a). Digital Capabilities Surveys. <a href="https://www.ucisa.ac.uk/Groups/Digital-Capabilities-Group/DC-surveys">https://www.ucisa.ac.uk/Groups/Digital-Capabilities-Group/DC-surveys</a> [https://www.ucisa.ac.uk/Groups/Digital-Capabilities-Group/DC-surveys]</p> <p>UCISA (2024b). Past Technology Enhanced Learning for HE Survey Reports and Case Studies. <a href="https://www.ucisa.ac.uk/Groups/Digital-Education-Group/Past-TEL-surveys">https://www.ucisa.ac.uk/Groups/Digital-Education-Group/Past-TEL-surveys</a> [https://www.ucisa.ac.uk/Groups/Digital-Education-Group/Past-TEL-surveys]</p>	Julie Voce, Melanie Barrand, Richard Walker, Elaine Swift, Annette Webb, Jane Mooney, Fiona Handley, Vicky Brown
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60	User Feedback and Data Insights on Implementing Blackboard Ultra	<p>This 15-minute session will share results from a study evaluating the initial adoption of the new Blackboard Ultra virtual learning environment at Sheffield Hallam University. Mixed methods data from online surveys of early adopter staff and students, combined with quantitative analytics extracted from the Blackboard database, provide valuable insights.</p> <p>The presentation is highly relevant for delegates from institutions transitioning from Blackboard Original to Ultra. Attendees will learn the key positive experiences and pain points identified by staff and students during this early implementation phase. Qualitative survey themes revealed staff struggled with the new interface but gave excellent feedback on training. Students highlighted ease of use for core functions like navigation and assignment submission but identified inconsistencies in module setup and issues accessing marks/feedback.</p> <p>Quantitative survey and Blackboard database analytics visualisations will further illustrate usage trends, mobile access platforms, and engagement metrics. These multi-source findings can guide other universities in refining their Blackboard Ultra rollout strategies based on real user feedback. Areas for potential improvements will be discussed, such as optimising the interface, mobile experience, communication tools, and resources.</p> <p>The session directly connects to the "Inviting Improvement" conference theme by sharing constructive criticism and recommendations from staff and students to enhance this learning technology implementation.</p>	Dania Ghani
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61	<p>I feel like I should know this but... Supporting staff development towards Active Blended approaches to learning.</p>	<p>Active blended learning is becoming more widely adopted in higher education (Armellini &amp; Padilla-Rodriguez, 2021). The approach combines the well-established principles of active learning which encourages students to develop critical thinking skills in relation to real-life concepts (Armellini et al., 2021) with a hybrid approach of online and face-to-face teaching. Whilst there is a growing evidence base for active blended learning, as Lomer and Palmer (2021) describe, the adoption of this approach can be difficult, with elements feeling 'bolted on' to traditional teaching practices rather than a cohesive approach to education. In addition, the scope of technical needs of teaching staff has also increased dramatically over recent years, potentially leaving staff overwhelmed (Dahabiyeh, Najjar &amp; Wang, 2022).</p> <p>This presentation focuses on how active blended approaches towards healthcare education have been shared and promoted within our school through the use of informal peer-led drop-in sessions and bespoke support for digital skills. The drop-in sessions aim is to help staff adapt to technology and adopt the best approach for their particular needs at that time, as well as promoting an active and creative approach towards in-person education. The sessions are flexible to the needs of those attending them and are reported as useful for building confidence, particularly in newer staff, as well as sharing new ideas amongst experienced staff.</p> <p>The bespoke support is being developed through a self evaluation questionnaire to establish individual needs of staff to inform where the gaps in knowledge and confidence are. From this we have created curated collections of learning resources for those who are comfortable in the basics to be able to support their own development. For the staff who feel that they struggle to use these programs we are arranging training events to support them in feeling more confident with them.</p> <p>As we continue to advance in what digital skills are needed for our jobs it is important that we ensure that everyone's digital literacy continues to meet this need. This helps staff to make their lives easier as well as being able to appropriately use technology to aid their teaching, by training and modelling these skills along with an underlying pedagogical approach this has been useful in supporting staff continuing professional development.</p>	Michael Smith
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62	A data driven approach to improving the digital experience	<p style="text-align: center;">Introduction</p> <p>With high investment in technology to support learning and teaching, organisations need to be confident that it is making a difference. Technology features in so many aspects of the overall experience of learning in the UK, but the quality of that experience is dependent on the availability of devices, resources, systems and support. Providing an equitable experience that embraces all these complex issues is challenging.</p> <p>COVID-19 disrupted traditional learning approaches and for long periods, technology was the primary way of engaging in learning. The desire to get back on campus was understandable but more people had also experienced positive digital interventions and now want to combine the best of both worlds in a new way. Making considered use of technology can help students with complex lives to save time and money, fit learning around family, caring and employment commitments as well as support health and accessibility requirements.</p> <p style="text-align: center;">Case study</p> <p style="text-align: center;">Understanding the lived experience</p> <p>Taking part in the national digital experience insights surveys is at the heart of understanding the lived experiences of the university's community of students and staff, a way of having a dialogue and hearing their voices.</p> <p>The university first began using the surveys in 2020, six months into the pandemic and learned a lot about students and how some were finding it challenging to access their learning using their own devices. But they also received positive feedback about the increased use of technology and online resources, and the advantages this offered in terms of flexibility in pace and access.</p> <p style="text-align: center;">Demonstrating year-on-year improvement</p> <p>In addition to gathering detailed data about the experiences of their own community and establishing a robust baseline of evidence from which to build, the surveys provide benchmarking data which highlight areas of strength and struggle both nationally and locally and provide comparisons as well as reassurance.</p> <p style="text-align: center;">Seeing the bigger picture</p> <p>Taking part in the surveys has given the university a better understanding of what students and staff feel is valuable. While it can validate policy decisions it can also bring surprises when the feedback is different to university expectations.</p> <p>The survey data better enables the university to provide more effective student support by highlighting issues such as, for example a rise of 24% in just four years in the number of students who study while at work; the barriers that some students face in using technologies and how these affect their overall experience, grades and employability prospects; and the needs of different demographics such as that of international students. It has also helps to identify staff and student development needs on topics such as data security and ethical approaches to use of AI.</p> <p style="text-align: center;">Launch of 2023/24 survey findings</p> <p>The session will close with an overview of the research and analysis from the national 2023/24 HE student and FE learner surveys providing the broader context and national picture beyond this case study.</p>	Emma Barwell, Nici Cooper, Clare Killen
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63	<p>Collabor-AI-tion: Joining the dots to create central guidance and training on generative AI</p>	<p>Generative AI tools have impacted many areas of Higher Education, and none of them in isolation. Teaching and learning, assessment, research, academic and digital literacies, accessibility, employability, data protection, staff's continuous professional development, and more have been affected and it's impossible to discuss the effect on one area without getting drawn into conversations about others. (How many conversations about generative AI have you been involved in that have snowballed way beyond their original scope?). The challenge faced by many of us has been how to build not only a response to generative AI that attempts to join the dots across our institution, but also one that makes the most of the wealth of perspectives, experience, opinion and expertise on offer.</p> <p>At our university, the central Education Development Service (EDS) which consists of Digital Learning, Academic Development (staff focussed), and Academic Skills (student focussed) were tasked with coming up with central guidance and training surrounding generative AI in Teaching and Learning. This presentation will focus on how we fostered collaboration between different roles, services and departments across the University to meet this challenge. This process involved the development of a central group composed of various professional services staff, reaching out into Faculties and Schools to raise awareness and help build subject specific approaches, and drawing the expertise and enthusiasm of academics with a pedagogical interest in AI back into our central guidance and CPD offering for all staff. To illustrate this process we will outline the development of a series of staff training workshops which brought together expertise from a range of areas of the University.</p> <p>While collaboration is our primary focus in the session, we will also talk about the role reflecting and reviewing play in the development of our network of collaboration, and about how our end goal is the development of staff and quality improvement in the learning and teaching we support. We will reflect on how an awareness of our own limits led us to extend our collaborative scope, and briefly outline the impact we are having and how we have been evaluating this.</p> <p>As part of the development of our guidance and training we scoped out the online materials developed by other universities. However, we are interested in knowing more about the conversations, networks, and processes from which they have arisen. By sharing our experience, we hope to encourage discussion and to open up some of the inner workings behind the response to generative AI in UK Higher Education.</p>	<p>Laurie Wilson, Cat Bazela</p>
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64	Learning analytics for critical data literacy	<p style="text-align: center;">References</p> <p>Atenas, J., Havemann, L. and Timmermann, C. (2020) 'Critical literacies for a datafied society: academic development and curriculum design in higher education', <i>Research in Learning Technology</i>, 28(0). Available at: <a href="https://doi.org/10.25304/rlt.v28.2468">https://doi.org/10.25304/rlt.v28.2468</a> [<a href="https://doi.org/10.25304/rlt.v28.2468">https://doi.org/10.25304/rlt.v28.2468</a>].</p> <p>Pangrazio, L. and Selwyn, N. (2019) "'Personal data literacies": A critical literacies approach to enhancing understandings of personal digital data', <i>New Media &amp; Society</i>, 21(2), pp. 419–437.</p> <p>Papert, S. (1980) <i>Mindstorms: Children, Computers, and Powerful Ideas</i>.</p> <p>Prinsloo, P. and Slade, S. (2015) 'Student privacy self-management: implications for learning</p>	Rob Lowney

65	Supporting students to succeed in assessment	<p>Competing assessment tasks and deadlines, poor time management skills and lack of clear direction can lead to students underperforming in assessments (Quality and Qualifications Ireland, 2023). Furthermore, the growing size and diversity of our student population prompts higher education educators to think about how they can reduce barriers to learning and help students to succeed, such as through implementing the universal design for learning guidelines (CAST, 2018). In tandem with this, a focus on academic integrity in the Irish higher education sector recently has stimulated conversations and initiatives among educators around how they can support students to make good academic decisions to uphold academic integrity when it comes to assessment and to enact the National Academic Integrity Guidelines (National Academic Integrity Network, 2021). Cognisant of these interlocking factors, Dublin City University (DCU) developed a new tool for the Moodle virtual learning environment (VLE) called "Planner" which aims to support students in preparing for assessment.</p> <p>This tool assists students to break down the steps they need to take to approach an assignment, providing them with interim milestones and deadlines to scaffold their approach. It aims to encourage students to commence work on an assignment in good time and scaffolds them through the stages to completion. To further support the assignment preparation process, the tool directs the students to pre-existing resources. Its underlying philosophy is to empower students to develop the capacity to succeed in assessment.</p> <p>In providing students with a tool to plan their assessment approach it is hoped that they will be empowered to engage fully with their assessment, queries to teachers will be reduced and the quality of submissions will be improved.</p> <p>Planner has been rolled out in a small scale pilot at DCU and emerging findings from a student evaluation show that those who used it found it helpful, that it helped them better prepare for an assignment, and that it pointed them to useful resources.</p> <p>The Planner tool is openly available to all other Moodle users for installation on their VLE instances.</p> <p>This session will share the background to this new tool, its workings and rollout in DCU, and the emerging findings from the student evaluation.</p> <p>References</p>	Rob Lowney, Noeleen O'Keeffe, Seamus Campau
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<p>66</p>	<p>'The End of Learning Design?': Reflecting on the future of learning design and the cost/benefit of leading innovation, transformation, and preparedness for crisis</p>	<p>In 2023, we collectively designed a series of hypothetical immersive provocations and thought experiments for learning designers, educational developers, academics, and leaders called 'The End of Learning Design?'. The series consisted of workshops, debates, and development opportunities, in four countries in 2023. It utilised elements of the changehack approach to collective problem solving (Bryant et al., 2019) combined with critical artefact methodology (Bowen, 2019) triggering an informed design discussion that was freed from the structures of personal and professional context.</p> <p>The design of the series was informed by two theoretical reflections on modern higher education practice. The first was a theory of complexity posited by Siemens et al., (2018) that interrogated how complexities of learning experience design and practices create dissonances with how universities are operated and organised. The second was the notion of the snapback (Bryant, 2021) which predicted how instead of continuing to innovate and develop online learning post-pandemic, academics and university leadership would return to the practices of face-to-face teaching they felt comfortable with prior to the crisis. These interpretive frames foreshadowed the conflicts that continue to create the conditions for precarity and uncertainty for learning designers, and emergence of productivity gains as a corollary of crisis in their work.</p> <p>The series was delivered in the context of the rush to sell GAI tools to the sector, and the narrative of 'crisis' that emerged from that. The series needed to consider the ways that GAI tools are pushed onto the sector as a proxy analytical scenario for the continuing context of precarity and uncertainty (Watermeyer, Phipps and Lanclos 2023), without directly focusing the outcomes or the analysis on GAI.</p> <p>This research paper will present the findings from a critically reflective analysis of 'The End of Learning Design?' and how the hundreds of participants engaged with the provocation and design challenges put forward in these events. The paper will engage in the audience with the same question we posed to participants in 2023; 'How do we collectively rediscover our professional, personal, and institutional equilibrium as educational practitioners and professionals?' It will reflect on and share the insights, emotional and institutional framings and differences between educational roles and national higher education systems that emerged from the series. We will propose our own theory of change for learning designers as they balance the cost/benefit of leading innovation, transformation, and preparedness for crisis in a constantly disrupted sector.</p> <p>References</p> <p>Bowen, S. J. (2009). A critical artefact methodology: Using provocative conceptual designs to foster human-centred innovation. Sheffield Hallam University</p> <p>Bryant, P. (2021, 15th May). The Snapback. Post-Digital Learning. <a href="https://peterbryant.smegradio.com/the-snapback/">https://peterbryant.smegradio.com/the-snapback/</a> [<a href="https://peterbryant.smegradio.com/the-snapback/">https://peterbryant.smegradio.com/the-snapback/</a>]</p> <p>Bryant, P., Lanclos, D., &amp; White, D. (2019). Precarious voices: The shared hopes and dreams of those teaching and supporting learning in digital contexts. EDEN, Belgium</p> <p>Siemens, G., Dawson, S., &amp; Eshelmen, K. (2018). Complexity: A Leader's Framework for Understanding and Managing Change in Higher Education. <i>Educause Review</i>(November/December), 27-42.</p> <p>Watermeyer, R., Phipps, L., Lanclos, D. et al. Generative AI and the Automating of Academia. <i>Postdigital Science and Education</i> (2023). <a href="https://doi.org/10.1007/s42438-023-00440-6">https://doi.org/10.1007/s42438-023-00440-6</a></p>	<p>Lawrie Phipps, Peter Bryant, Donna Lanclos</p>
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67	Peer support for Higher Education Staff using the CBT techniques	<p>The Higher Education sector is experiencing various kinds of turbulence, and those who work in the sector face numerous challenges while also acquiring valuable skills and knowledge to overcome these obstacles. Staff surveys regularly indicate that steps need to be taken to improve staff wellbeing. Due to the nature of work, where each person is involved in different research papers, learning, teaching and administrative activities, others may not be aware of their colleagues' joys or sorrows. Even when there are groups such as research clusters and teaching teams, interactions could only be limited to getting that work done. Mentoring and annual reviews involve power imbalance and are not as frequent enough to address ongoing issues.</p> <p>There is literature supporting and explaining how peer support can benefit students by reducing loneliness, providing encouragement, offering moral support and sharing good practices and information. Why don't we implement a peer support for staff? Such a support could be for those working in a particular department or school, multidisciplinary groups, or even across institutions. It is crucial to ensure that the group can support each other with empathy without sharing sensitive information inappropriately.</p> <p>The objective of the workshop is to demonstrate, engage and apply the Cognitive Behavior Therapy (CBT) techniques to tackle an obstacle. This is a valuable tool that can be implemented to overcome various barriers and enhance the wellbeing and productivity of staff. The participants will have the opportunity to understand how to apply CBT techniques to real-life situations, making the workshop educational, experiential and actionable.</p> <p>Structure of the workshop:</p> <ol style="list-style-type: none"> <li>1. Introduction and an icebreaker activity.</li> <li>2. Overview of CBT techniques-and how they can be used in such a peer support initiative. Example, '5 factor model' and 'changing rules of life'.</li> <li>3. Individual activity - Each participant will reflect on and identify one issue that needs to be tackled.</li> <li>4. Group activity -In a group of two or three, the audience will be guided through using the CBT techniques to gain some clarity, direction and resolution for their identified issue.Participantswill engage in role-play activity and will be enabled to reflect and identify barriers that are preventing progress, as well as any unproductive thoughts that need to be reframed or reshaped to make progress.</li> <li>5. Group Reflection and Feedback</li> </ol> <p>* Please not: One of the facilitators (Lovleen) of this workshop is a trained Integrative Psychotherapist.</p>	Lovleen Kushwah, Geethanjali Selvaretnam
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68	Peer Support for Dissertations in an Online Environment	<p>Dissertation is a critical aspect of student experience. While undertaking independent research can be an exciting experience, students have suggested they miss the interaction and camaraderie with peers. The sense of isolation and despair when working independently on a research project and having to face one's obstacles can be further exacerbated in an online environment. Peer Assisted Learning can reduce loneliness, provide moral support, enable information sharing, and create a sense of community. Peer support in literature is generally associated with interaction between a senior and a junior student. However, we provide a platform to enable students of the same level to help each other.</p> <p>We decided to create opportunities for students to play a supportive part in each other's dissertation process. We designed an online peer support initiative for final-year undergraduate students writing dissertations in Economics during the lockdown period of 2020/21. This initiative involved the creation of peer support groups at the beginning of the academic year and organising four specifically designed online sessions throughout the year when they worked on their dissertations.</p> <p>At the beginning, students were invited to sign up for groups. Once the groups were finalised, they could contact each other at any time. Furthermore, we organised four online sessions throughout the year where students could discuss their progress and provide peer support in online breakout rooms. We also included additional activities in these sessions. Two alumni were invited at the mid-point of the dissertation journey to share their own experiences and guidance, and a career adviser offered some tips about how dissertation could be relevant in the job market. Academics were also available at all four sessions to provide further support if students had additional questions.</p> <p>In this research study, we investigate the effectiveness of these peer support measures in enhancing student experience and developing graduate attributes. Our research methodology utilises results from student surveys and observations from the specially designed online peer support sessions. We use both quantitative and qualitative research methods to identify drawbacks and suggest areas of improvement.</p> <p>The findings of this research confirm positives outcomes, such as alleviating anxiety and students feeling supported by the peer support initiative, which provided a platform for students to socialise, especially for those who find it difficult to interact with others. The lockdown created not only physical distance but also an opportunity gap among students. This is true for any online learning programme. Students found the support useful and appreciated the dedicated space for peer interaction and networking. They were able to resolve challenges related to their dissertations through information sharing, such as highlighting pre-existing guidance and support, as well as sharing their own experiences. Those who attended the peer support sessions found them particularly useful during times when their dissertations hit a brick wall. They realised that everyone faces various challenges, which encouraged them to keep moving forward and finding ways around the hurdles. Such an initiative can be replicated in other universities or improved upon, tailored to suit their situations.</p>	Wenya Cheng, Lovleen Kushwah, Geethanjali Selvaretnam
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69	Evaluating and updating VLE learning design for improved student engagement	<p>When Kingston University migrated to a new VLE in 2017, that change was considered an opportunity to reinvigorate our approach to learning design, improving both consistency and the student experience. A standardised University-wide approach was agreed upon, informed by Laurillard's Conversational Framework (2002, 2012) and the Community of Inquiry Framework (Garrison, Anderson, and Archer, 2000). The design was topic based and consciously aligned with the module descriptor. The approach has been refined iteratively, with additional revisions to enhance the shift towards online teaching during the pandemic. This year, we have been reflecting on the bigger picture, debating underlying principles, and implementing changes for 2024/25.</p> <p>Originally, the VLE project team produced a set of templates to guide staff and to provide consistency across all modules. We trained nearly all academic staff, providing both the pedagogical unpinning and the technical knowledge to implement the learning design in the new VLE.</p> <p>For some staff, the new learning design and templates were a natural fit while others struggled to adapt their existing schedule-based structure to a topic-based structure. By academic year 2019/20, some staff were creating their own schedule-based pages to structure their content with little consistency from module to module. An official schedule page was developed centrally and added to all modules to provide a more coherent experience. In 2020/21, staff began posting meeting recordings and lecture materials to the schedule, knowing that students would visit that page to access the online meeting links. While logical and practical, this encouraged students to ignore the topic-based learning design and reduced the clarity of module organisation.</p> <p>Three main factors led us to reflect on our blended learning approach and use of the VLE in academic year 2023/24: what we had learned from the pandemic; the current post-pandemic environment; and the Office for Students Independent Review of Blended Learning (OfS, 2022). Analytics show that current usage of our VLE exceeds that during the lockdown period, but overall, active engagement has decreased. To investigate further, we worked with module teams to interrogate the learning analytics of multiple modules. This analysis provided an indication of how students are interacting with their modules, including the paths students tend to take through the module, and their level of engagement with activities and content resources.</p> <p>This analysis has informed on-going work to enhance the learning design and organisation of modules and to encourage active student engagement. This multi-faceted approach includes:</p> <ul style="list-style-type: none"> <li>* Shifting our focus to a more chronologically centred design (but still allowing for a topic-based approach).</li> <li>* Promoting the use of a built-in VLE tool that allows for more control over the release of module content and better understanding of student progress. <ul style="list-style-type: none"> <li>* Developing improvements to the bespoke templates.</li> <li>* Enhancing the VLE user interface design.</li> </ul> </li> </ul> <p>This 15-minute presentation will outline our journey thus far and provide details of our future plans.</p>	Debbie Ginsburg, Wayne Leung, Tim Linsey, Darrel Manuel
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70	<p>Questions for, of and as learning: creating effective questions with and without AI</p>	<p>Higher and Further Education is undergoing a dynamic and multi-faceted transformation as institutions respond to changing student profiles expecting a more adaptable, inclusive and future-oriented system; students expect to learn where, when and however it suits them.</p> <p>With increased flexibility being delivered, there appears to be a growing divide between the academic achievement of students with self-efficacy and those who lack the skills to self-regulate their learning. It is increasingly apparent that students need – and want – support to make better judgements about their learning as they progress. Providing this support can be challenging, particularly in live classroom sessions.</p> <p>This workshop will unpack how polling can be a useful tool for assessment, as well as introduce students to the skills required for self-regulated learning, a critical factor that impacts academic performance, motivation, problem solving skills and emotional well-being.</p> <p>The quality of polling questions significantly impact student learning, engagement and performance. Crafting the right question requires a nuanced understanding of pedagogical goals, subject matter and student capabilities.</p> <p>During the session, we will look at the importance of question types for assessment 'of, for and as' learning in a number of pedagogical approaches including both asynchronous and team-based learning.</p> <p>By the end of the session, participants will be equipped with practical strategies to enhance their questioning technique and will have experimented with how AI technology can transform the way we create questions, saving time and removing unconscious bias, leading to richer educational experiences and better learner outcomes.</p> <p>Through interactive demonstrations and practical examples, participants will learn how to harness AI to:</p> <ul style="list-style-type: none"> <li>* Develop questions that effectively measure student understanding</li> <li>* Ensure a diverse and inclusive approach to question design</li> <li>* Implement AI -generated questions in various educational contexts</li> </ul>	<p>Simon Tweddell, Alison Maloney</p>
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71	Applying critical digital pedagogies: Designing digital learning in collaboration	<p>How do we create safe spaces for collaborative learning design? How do we encourage open discussion and critique of current practice? How can we remove barriers for programme teams?</p> <p>In this workshop participants will experience the initial portion of the programme design workshop that is used at Edge Hill University. Inspired by programme level Carpe Diem approaches and by Quinn, Curtis, Jhangiani and DeRosa (2022), this workshop brings together stakeholders to examine the context of the programme being designed and how, as a collective, the people in the room have a responsibility to create an environment where every student can flourish.</p> <p>While the aim of the workshop is to break down power dynamics we are aware that universities have existing structures and frameworks for design and validation, as part of the workshop we will link back to our own Taught Degrees Framework (TDF) and look at how critical approaches can support and enhance existing institutional frameworks.</p> <p>This workshop approach has been used to design International Pre-Arrival courses, mentorship courses for teacher training mentors and Masters programmes and have been facilitated by the Learning Design team at Edge Hill University. Participants will leave with techniques for engaging stakeholders in digital learning design and will be given a practical insight into how critical pedagogies can be used in practice for examining approaches to curriculum design.</p> <p>The workshop will be closely scheduled in two halves, the first half will set the environment and tone for the collaborative effort, the second half will be a collaborative exercise, either as one large group or as a few smaller groups depending on numbers. Participants will also see, and be given access to, all the materials we use for online learning design at Edge Hill University.</p> <p>Quinn, J., Burtis, M., Jhangiani, S., DeRosa, R. (Eds); (2022); Toward a Critical Instructional Design; Hybrid Pedagogy; <a href="https://pressbooks.pub/criticalinstructionaldesign/">https://pressbooks.pub/criticalinstructionaldesign/</a> [<a href="https://pressbooks.pub/criticalinstructionaldesign/">https://pressbooks.pub/criticalinstructionaldesign/</a>]</p>	John Brindle
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73	<p>Accessible Digital Futures: Collaborating for Inclusive Innovation</p>	<p>Emerging digital and AI technologies are capturing significant attention as the UK's education sector works to navigate their use, harness their benefits, and mitigate all of the potential risks. When designed with accessibility in mind though we see that these technologies have incredible potential to enhance inclusivity and pose a significant opportunity to reduce barriers in education.</p> <p>Despite the hype and enthusiasm for these technologies, particularly AI, virtual and augmented reality, it is clear that guidelines for ensuring accessibility from development to procurement are still needed.</p> <p>The 2010 Equality Act and the Public Sector Bodies Regulations have heightened the focus on accessibility in HE, and with the European Accessibility Act on the horizon we see that there is also a pivotal opportunity to emphasize the importance of accessibility to the technology industry.</p> <p>With this in mind Jisc and the Glenlead Centre have partnered on the Accessible Digital Futures (ADF) [<a href="https://www.jisc.ac.uk/innovation/projects/accessible-digital-futures">https://www.jisc.ac.uk/innovation/projects/accessible-digital-futures</a>] project which seeks to identify barriers and propose solutions to make accessible design a standard in digital and AI technologies.</p> <p>This goal can only be achieved in close collaboration with the sector and so, across the two year project we are engaging in a series of events designed to explore the key opportunities and barriers for the growth of accessible digital and AI technologies in education.</p> <p>These sessions comprise key opportunities for knowledge exchange and equip stakeholders with practical advice on integrating accessible technologies within their organizations. Our findings will then provide valuable guidance for policymakers, industry leaders, and institutions.</p> <p>Following several successful collaborative events held across this year this workshop would seek to continue these vital conversations - asking participants to think critically around four key areas:</p> <ol style="list-style-type: none"> <li>1. How do we manage the use of AI in education while ensuring accessibility is prioritised?</li> <li>2. How can institutions appraise and acquire accessible AI solutions?</li> <li>3. What AI products should be made? What are the intellectual property implications?</li> <li>4. What barriers are there to accessible AI in the UK's education sector?</li> </ol> <p>The workshop will provide participants with:</p> <ul style="list-style-type: none"> <li>* An opportunity to consider new technologies including AI from an accessibility perspective</li> <li>* Time to collaborate with fellow attendees and discuss shared issues and solutions <ul style="list-style-type: none"> <li>* An opportunity to shape the outputs of the ADF project</li> <li>* An overview of the ADF project and how to get involved going forward</li> </ul> </li> </ul> <p>Workshop Outline:</p> <p>00-05: Introduction and overview of the session</p> <p>05-10: Setting the context of the ADF project</p> <p>10-15: Introducing the key questions for the session</p>	<p>Kellie Mote, Helen Nicholson</p>
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75	Bridging the Gap: Enhancing Technology-based Learning through Academic-Professional Collaboration	<p>According to Syno et al. (2023), collaboration between academics and staff who support teaching and learning is essential for enhancing student success and improving the student experience in higher education institutions. Those supporting teaching and learning are called Third Space Professionals (Whitchurch, 2008). Following the advent of hybrid teaching post-COVID-19, collaboration between academics of diverse backgrounds, third space professionals and IT professional services staff has been crucial for facilitating the use of digital technologies to better accommodate the diverse needs of both students and courses. Meeting these needs requires access to effective teaching resources, applications and software that maintain student engagement in the hybrid teaching environment. It is important to communicate your requirements clearly to supporting departments to ensure these needs are met appropriately. It is also essential to ensure that students can interact anonymously with digital technologies. This helps alleviate the fear of communicating with a lecturer, expressing their thoughts, or giving a wrong answer in front of their peers when their actual names are displayed. Additionally, the issue of data confidentiality is crucial for the use of technology in teaching when sharing student information on platforms such as Kahoot and Mentimeter.</p> <p>This workshop aims to explore how can we cultivate collaboration between academics, third space professionals and IT professional services staff to enhance the student experience. The discussion will focus on co-creating strategies to improve student engagement through collaboration, using Padlet for record keeping.</p> <p>Together, we will develop resources and strategies for collaborating with staff outside the teaching team to enhance program delivery. Join us for a straightforward conversation on crafting effective collaboration strategies to enrich the teaching and learning experience.</p> <p style="text-align: center;">QUESTIONS</p> <ol style="list-style-type: none"> <li>1. How do you address and integrate diverse requirements from both students and courses in your collaborative efforts?</li> <li>2. What specific collaborative technologies have you found most effective in improving student engagement?</li> <li>3. How do you measure the impact of these technologies on student success and experience?</li> <li>4. What are some innovative strategies your institution has implemented to foster better collaboration?</li> <li>5. How do you involve students in the co-creation of these strategies?</li> </ol> <p style="text-align: center;">REFERENCES</p> <p>Syno, J., McBrayer, J., Calhoun, D., Zinskie, C. and Fallon, K. (2023). An Examination of Faculty and Staff Collaboration and Relationships in Higher Education. <i>Georgia Journal of College Student Affairs</i>, [online] 39(1), pp.94–121. doi: <a href="https://doi.org/10.20429/gcpa.2023.390105">https://doi.org/10.20429/gcpa.2023.390105</a>.</p> <p>Whitchurch, C. (2008) Shifting identities and blurring boundaries: the emergence of Third Space professionals in UK higher education. <i>Higher Education Quarterly</i>, 62 (4) pp. 377-396</p>	Hebatallah Shoukry, Gule Saman, Nidhal Abdulaziz, Juliet Nwafor, Clare Thomson
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76	Digital accessibility in online education: a collaboration across technical, pedagogic and user perspectives	<p>Learning technologists and learning designers have a critical role to guide, advise and advocate for accessible practice, drawing upon both technical and pedagogical expertise. Typically defined through technical standards, such as WCAG 2.2 (W3C, 2023), digital accessibility also needs consideration of the implementation of course designs, course structure, instructional language and choice of tools. Universal Design for Learning (CAST, 2018) and Inclusive Learning Design (Rossi, 2023) provide practical frameworks to support collaborative design and development with academic teams.</p> <p>This session presents a case study of accessible practice demonstrated through the development of a fully online masters programme in disability studies. Collaborating with the academic team, learning designers and learning technologists established a programme-level approach to inclusive learning design and accessibility. Working in partnership with an external accessibility agency, authentic disabled user experiences complemented the internal learning technology team's expertise. Following a technical functional compliance check, five disabled users with a range of impairments evaluated course materials and completed typical learning tasks, with real-time questioning facilitated by a professional accessibility expert, to provide rich insights into the accessibility of two courses, one on Blackboard Ultra and another on FutureLearn.</p> <p>Key findings from the user testing will be presented, demonstrating effective practice, key platform limitations and lessons learnt in developing online courses. Critically, these findings show the impact of design choices and the implementation of course structure on the accessibility of online learning. The feedback from disabled users highlighted how routine processes, such as logging in and accessing academic readings, add additional burdens in terms of time and effort. Further, how small changes to the sequence of activities, content and placement of instructional guidance can affect some disabled learners. Changes made to the structure of modules as a result of this feedback will be shown and where additional adjustments still had to be made for individual students. The student experience has been evaluated through standard module feedback and the holistic student experience of the first three modules in the programme, which adopted differing styles of presentation, is being explored.</p> <p>Delegates will come away with practical tips that extend beyond the standard accessibility guidelines and a prompt to explore how the learning ecosystem is experienced as a whole by disabled students. Of significance is the need to consider accessibility as more than adherence to technical standards, noting the advantages of collaboration across teams bringing different perspectives and expertise to understand how all learners may be best supported to succeed.</p> <p>References</p> <p>CAST (2018). Universal Design for Learning Guidelines. Version 2.2. <a href="http://udlguidelines.cast.org">http://udlguidelines.cast.org</a> [<a href="http://udlguidelines.cast.org/">http://udlguidelines.cast.org/</a>]</p> <p>Rossi, V. (2023). Inclusive Learning Design in Higher Education: A Practical Guide to Creating Equitable Learning Experiences. London: Routledge.</p> <p>W3C (2023). WCAG 2.2. World Wide Web Consortium Web Accessibility Initiative. <a href="https://www.w3.org/WAI/standards-guidelines/wcag/">https://www.w3.org/WAI/standards-guidelines/wcag/</a> [<a href="https://www.w3.org/WAI/standards-guidelines/wcag/">https://www.w3.org/WAI/standards-guidelines/wcag/</a>]</p>	Matt Jevons, Emma Dibb, Tahiya Brewin, Matt Cornock
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77	Embedding co-developed approaches to quality in online and digital education	<p>An increased focus on the quality of higher education in the UK has arisen through the language reflected in regulatory frameworks (Ofs, 2022; QAA, 2023), emphasising the role of quality processes as much as quality of outputs. Of note, widely-adopted standards such as OLC Quality Scorecard (Online Learning Consortium, 2016) and Quality Matters (2023) provide detailed rubric for course materials and assessment design, through to learning platform and administration to support such processes. However, there are challenges bridging broad principles of regulatory frameworks, recognised practical standards, and the specifics of an institutional context or course, which requires thinking beyond checklist approaches. Quality is rarely defined in terms of the application of a specific pedagogical approach or specific tool, which aligns with an argument that best practice is defined by the educational context of subject, level and those involved (Steele, et al., 2019). This is particularly true for online education, where it may be argued that policy and perceptions of quality are still grounded in the face-to-face educational paradigm. There is an opportunity therefore for collaboration and shared thinking between subject experts, learning designers and learning technologists, each bringing their own expertise to interpret standards and regulatory expectations of quality within a specific context.</p> <p>This workshop starts by considering how quality online and digital education is defined by pedagogical frameworks, quality standards and policy. From this, a somewhat reductionist view of quality in terms of outcomes and engagement is offered to enable rapid exploration of what quality means in a range of contexts. The intention of this method is to complement the specialist expertise of those engaged with quality standards, with a way of thinking that enables contributions to decisions around quality from a broader range of stakeholders. By encouraging discussions of quality, and embedding these as part of collaborative processes, there is recognition that compromises must be made in all forms of education, particularly finite-resource budgeted and production-centric models adopted in fully online education, which have to balance time, cost and the quality of outputs (in the broadest sense). Further, that quality is an ongoing and iterative process, enabling responsiveness to discipline shifts and student needs.</p> <p>Participants in this workshop will identify the influences on quality in their own context, where quality decision-making is currently embedded in existing processes, and how they may be able to empower colleagues to influence the quality of online education through their own professional practice.</p> <p style="text-align: center;">References</p> <p>Office for Students (2022). Securing student success: Regulatory framework for higher education in England. London: The Stationery Office. <a href="https://www.officeforstudents.org.uk/publications/regulatory-framework-for-higher-education-in-england/">https://www.officeforstudents.org.uk/publications/regulatory-framework-for-higher-education-in-england/</a> [<a href="https://www.officeforstudents.org.uk/publications/regulatory-framework-for-higher-education-in-england/">https://www.officeforstudents.org.uk/publications/regulatory-framework-for-higher-education-in-england/</a>]</p> <p>Online Learning Consortium (2016). Quality Course Teaching and Instructional Practice, Quality Scorecard. <a href="https://onlinelearningconsortium.org/consult/olc-quality-course-teaching-instructional-practice/">https://onlinelearningconsortium.org/consult/olc-quality-course-teaching-instructional-practice/</a> [<a href="https://onlinelearningconsortium.org/consult/olc-quality-course-teaching-instructional-practice/">https://onlinelearningconsortium.org/consult/olc-quality-course-teaching-instructional-practice/</a>]</p> <p>Quality Matters (2023). Course Design Rubric Standards (7th Ed.). <a href="https://www.qualitymatters.org/qa-resources/rubric-standards/higher-ed-rubric">https://www.qualitymatters.org/qa-resources/rubric-standards/higher-ed-rubric</a> [<a href="https://www.qualitymatters.org/qa-resources/rubric-standards/higher-ed-rubric">https://www.qualitymatters.org/qa-resources/rubric-standards/higher-ed-rubric</a>]</p> <p>QAA (2023). The UK Quality Code for Higher Education. Quality Assurance Agency. <a href="https://www.qaa.ac.uk/the-quality-code">https://www.qaa.ac.uk/the-quality-code</a> [<a href="https://www.qaa.ac.uk/the-quality-code">https://www.qaa.ac.uk/the-quality-code</a>]</p>	Matt Cornock
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78	Resourcing the Digital Future: Exploring digital education teams in UK higher education	<p>Resourcing the digital future of higher education requires equal attention to the people and processes within TEL teams as to the technology and pedagogy they support. There are many ways in which support for digital education is structured (Voce, 2019) and this is influenced by a number of factors including “size, location, academic programs and culture” (Arabasz and Baker, 2003, p.4).</p> <p>In February 2024, the Heads of e-Learning Forum (HeLF) (HeLF, n.d.) surveyed its members to gain a clearer picture of how digital education support teams operate within UK higher education. The survey consisted of 24 questions and received 52 responses from HeLF members across a range of different sized institutions. Through the survey, we gathered information on the various roles, remits, and structures that characterise digital education teams. In this workshop, we will present valuable insights from the HeLF survey and other sources to facilitate a collaborative exploration of best practices, challenges, and strategies for effectively resourcing and structuring digital education support.</p> <p>The session will start with an overview of key findings from the research, e.g.:</p> <ul style="list-style-type: none"> <li>* Most respondents are on professional services contracts. We will explore the types of job titles, who they report to, and whether contract influences their salary.</li> <li>* There are a range of digital education team sizes from 1-5 FTE up to 41-60 FTE. We will explore whether the size of the team influences the types of roles and the remit.</li> <li>* The majority of institutions have a centralised support structure. We will explore whether where teams are located and overall satisfaction of the respondents with their role and organisational structure.</li> </ul> <p>Four Heads of Digital Education will then present a brief case study of how digital education is structured in their institution, with a focus on the size and shape of the team, the support model and location of digital education support and opportunities/challenges they experience.</p> <p>During the session, participants will have the opportunity to explore the survey findings, share their own experiences, and collaborate on developing practical strategies for optimising team roles, responsibilities, and structures. Through a blend of small group discussions, and hands-on exercises, we will share a deeper understanding of the key factors shaping the effectiveness and impact of teams. Discussion topics will include roles and remits of digital education teams, location of the digital education team within the organisational structure and reflections on the type of institutional support model (e.g. centralised, hub-and-spoke)</p> <p>By the end of the workshop, participants will be equipped with actionable insights, a network of peers to support them in resourcing, and help develop the research into how we resource our digital future.</p> <p>References</p> <p>Arabasz, P. and Baker, M.B. (2003). Evolving campus support models for e-learning courses.ECAR Respondent summary. Retrieved 19 May, 2024, from <a href="https://docplayer.net/6460000-Evolving-campus-support-models-for-e-learning-courses.html">https://docplayer.net/6460000-Evolving-campus-support-models-for-e-learning-courses.html</a> [<a href="https://docplayer.net/6460000-Evolving-campus-support-models-for-e-learning-courses.html">https://docplayer.net/6460000-Evolving-campus-support-models-for-e-learning-courses.html</a>]</p> <p>HeLF (n.d.) About HeLF Retrieved 19 May, 2024, from <a href="https://helfuk.blogspot.com/p/about-helf.html">https://helfuk.blogspot.com/p/about-helf.html</a> [<a href="https://helfuk.blogspot.com/p/about-helf.html">https://helfuk.blogspot.com/p/about-helf.html</a>]</p> <p>Voce, J. (2019). Examining the effect of technology enhanced learning (TEL) support models and organisational culture on the adoption of TEL in United Kingdom (UK) higher education. [Doctoral dissertation, Lancaster University] <a href="https://doi.org/10.17635/lancaster/thesis/655">https://doi.org/10.17635/lancaster/thesis/655</a> [<a href="https://doi.org/10.17635/lancaster/thesis/655">https://doi.org/10.17635/lancaster/thesis/655</a>]</p>	Julie Voce, Jim Turner, Ruth Powell, Scott Farrow
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79	Collaborative investigation of JISC Digital Insights Student Experience Survey at University of Birmingham	<p>At University of Birmingham, we've been making use of the Jisc Digital Experience Insights Surveys for several years.</p> <p>“Drive your digital strategy using powerful data from our insights surveys.” (Jisc, Digital Experience Insights, 2024)</p> <p>We recognise that we need to be paying close attention to the feedback which our user community is providing to us as “ongoing evaluations are required in order to keep up with changes in use, requirements, goals, resources, support and so on” (Spector J., Yuen A., 2016, Educational Technology Programme and Project Evaluation,p138). We must ensure that we analyse the data effectively, particularly from the average 4000 responses to the student survey, and from the average 200 responses to the Academic teaching staff survey.</p> <p>Completing this analysis has proved more time consuming than expected and we realised that we needed to put a collaborative team together to process the large amount of qualitative and quantitative data and to look at the data through several different lenses.</p> <p>The survey responses are of relevance to several different teams at the University who work with providing or supporting our digital tools as there is a “need to evaluate how these are used to support an increasingly diverse student population” (Oliver M., Contemporary Perspectives in E-Learning Research: Themes, methods, and impact on practice,2007). These teams range from Learning Technologists supporting teaching staff in the use of the VLE, to IT Services providing the core infrastructure, Wi-Fi, and access to systems, to our Academic Skills Centre supporting student digital capabilities, to our senior strategic planners shaping education provision and digital roadmap.</p> <p>In this presentation we will discuss how we developed a collaborative approach, bringing together colleagues from Digital Education, IT Services, and recruiting student interns to analyse the data. We will explain our evolving methodology from manual qualitative analysis data coding to the use of Generative AI tools for key theme and semantic analysis, and from templated PowerPoint analysis to Power BI dashboards.</p> <p>We will discuss the challenges of dealing with this large data set on a cyclical annual basis, how the need to analyse the survey responses in a timely manner is impacted by the scale and complexity of resource required to complete the task particularly when the resource is split across different parts of a large institution.</p> <p>We will discuss what we will do with the survey analysis and how we hope that our analysis journey to date will position us well to be able to process and analyse this and other survey data more effectively and efficiently in future years. We recognise that “the speed of technological developments is rapid and...it is often a challenge to keep up with the changes” (Buckley B. Enhancing learning and teaching with technology,2017), so acting on the survey results quickly is important in order to inform policy, strategy, and digital support across the institution in a timely manner, rather than simply struggling to keep up with the workload of data analysis.</p> <p>Full list of references can be provided</p>	Matt Turner, Alex Davenport, Halimat Abdulai, Gabi Witthaus
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80	<p>Engaging the Future: Re-imagining Open Education Practices in the Technological Higher Education Sector</p>	<p>This presentation discusses the processes and outcomes of a recently published sectoral White paper entitled 'Open Education Practices (OEP) in Higher Education - Focusing on Responsiveness, Innovation &amp; Inclusivity'. The White paper was one of the outputs of Stream 3 of the National Technological University Transformation for Recovery and Resilience (N-TUTORR) project. It is funded by the European Union and Next Generation EU under the National Recovery and Resilience Plan (NRRP). N-TUTORR represents a collaborative effort between the seven institutions in the Republic of Ireland that constitute the technological higher education sector. As such, this White paper offers an opportunity to re-imagine open education practices across a sector that serves over 100,000 students.</p> <p>As educational landscapes rapidly evolve, institutions must adapt to meet diverse learner needs and societal demands. While OEP has tangible benefits for institutions and their staff (Beetham et al. 2012), we suggest that it is its transformative potential in higher education, emphasising the critical pillars of responsiveness, innovation, inclusivity and social justice that have the greatest impact (Bali, Cronin &amp; Jhangiani, 2020). The White paper underscores the importance of inclusivity, advocating for practices that ensure equitable access to educational resources and opportunities for all learners, regardless of background or circumstance. This White paper examines how OEP can enhance educational responsiveness by offering flexible, learner-centred approaches that cater to an increasingly broad spectrum of students.</p> <p>We present two broad recommendations in the White paper. Recommendation one proposes the development of a national OEP strategy, focusing on stakeholder capacity, supportive policies, equitable access, sustainability models, and international cooperation. The second recommendation outlines 12 items to enhance institutional capacity for supporting OEP. Although each item is not particularly novel on its own, the comprehensive nature of these recommendations in a single document offers a potential blueprint for the sector.</p> <p>Rather than presenting the White paper as a finite end-point, this presentation at ALT serves as part of a dynamic discussion process, inviting feedback and suggestions to refine and evolve the presented concepts. Attendees are encouraged to engage in this critical conversation to contribute to the ongoing development.</p> <p>Bali, M., Cronin C. &amp; Jhangiani, S.R. 2020. Framing Open Educational Practices from a Social Justice Perspective. <i>Journal of Interactive Media in Education</i>, 2020(1): 10: 1–12. DOI: <a href="https://doi.org/10.5334/jime.565">https://doi.org/10.5334/jime.565</a> [<a href="https://doi.org/10.5334/jime.565">https://doi.org/10.5334/jime.565</a>]</p> <p>Beetham, H., Falconer, I., McGill, L., &amp; Littlejohn, A. 2012. Open practices: Briefing paper. JISC. Retrieved from <a href="https://oersynth.pbworks.com/w/file/fetch/58444186/Open%20Practices%20briefing%20paper.pdf">https://oersynth.pbworks.com/w/file/fetch/58444186/Open%20Practices%20briefing%20paper.pdf</a> [<a href="https://oersynth.pbworks.com/w/file/fetch/58444186/Open%20Practices%20briefing%20paper.pdf">https://oersynth.pbworks.com/w/file/fetch/58444186/Open%20Practices%20briefing%20paper.pdf</a>]</p>	<p>Tom Farrelly, Gearóid Ó Suilleabháin, Rajiv Jhangiani, Darragh Coakley</p>
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81	Facilitating collaboration from the University of South Wales: Digital simulation is a jigsaw puzzle, right?	<p style="text-align: center;">Session Description:</p> <p>Following the development of the Hydra simulation suite (HSS) by Professor Jonathan Crego, this digital platform has been used to educate police officers and “save-life” organisations. In 2007, a HSS was installed at the University of South Wales (USW), formerly University of Glamorgan, initially intended for police training. Now, the HSS team helps design and conduct immersive simulations across the University and supports training with external stakeholders across forward-facing public services.</p> <p>A unique feature of the HSS is the absence of commercial proprietary right over learning resources developed for simulated activities. Utilising HSS cloud technology which permeates across several UK based universities, police headquarters and save life organisations, licenced users can use any simulation activity which meets their educational needs. However, in practice, this occurs infrequently.</p> <p>This presentation will detail how academic and technological staff at USW formed an “alliance” with other UK based universities to co-design and co-deliver a hybrid simulated activity. In February 2024, staff working on the Professional Policing Degree (PPD) at USW delivered a simulation based on the unlawful distribution of firearms using HSS to support learning outcomes for a level 6 module. This followed a case study which mirrored actual events. The PPD programme provided by numerous HE institutions across the UK, all of which having some “common” content provided by the accrediting body, the College of Policing.</p> <p>The exercise was shared (using Microsoft Sharepoint) and run simultaneously across three other HE institutions using a combination of learning platforms such as Vevox, Microsoft Teams and the HSS technology. Two universities ran the exercise with students in a modified classroom. One ran the simulation online. Some of the institutions included additional students from alternative learning schools such as Law, Public Services and Criminology.</p> <p>The 4-hour event periodically brought students from the different institutions together for briefings, discussions and joint decision-making. The goal was for students to work toward the acquisition of a search warrant to further their investigation. Microsoft Teams in combination with modified physical plenary rooms enabled students and staff to contribute during the live activity. Beyond the intended outcomes, the multi-discipline participation brought about some interesting and unexpected discussion points. Despite being unintended, these discussion points added considerable value for all those involved:</p> <ul style="list-style-type: none"> <li>* Sharing of learning materials between HE institutions was not straight forward and required USW staff to enable access to collaborative spaces (Microsoft Teams and SharePoint)</li> <li>* Learning materials had to be adapted for a variety of platforms being used to deliver the simulated activity</li> <li>* The necessity for instructional designers and technologists to design, develop and coordinate the live activity</li> <li>* Discussion on the future of simulated activities at USW. For example, how simulations can be</li> </ul>	Alun Davies, Janine Vickery, Richard Whistance, Elouise Bullen
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82	Integrating Ultrasound in Undergraduate Medical Curricula: Necessity or Choice?	<p>The Ulster University School of Medicine aims to develop a new generation of doctors for the 21st century who are able to deliver whole-person care with skill and compassion, as members and leaders of diverse clinical teams, in partnership with patients and clients. Medical education at Ulster emphasizes integration across disciplines and academic years, fostering critical thinking and practical application. The dynamic nature of healthcare demands swift adaptation to innovative curriculum changes driven by educational and technological advancements.</p> <p>Medical imaging, particularly ultrasound, plays a pivotal role in clinical diagnoses and patient management. The evolving landscape of medical imaging education reflects advancements in technology. Ultrasound, used across medical specialties globally, offers rapid assessments, enhances physical examinations, and accelerates treatment.</p> <p>Integrating ultrasound education early is essential, aligning with the interdisciplinarity between Anatomy and Medical Imaging. Furthermore, the use of ultrasound as a first-line modality means medical students are likely to encounter this technology early and often in their clinical practice, and it is therefore essential that we train our students before they begin clinical placements, as ultrasound requires proper image acquisition and the ability to interpret the image. It is therefore important to include the latest developments in medical imaging in the medical curriculum, and students should acquire the basic knowledge of medical imaging and its use in practice, regardless of their eventual specialty.</p> <p>This study focused on identifying current approaches to incorporate ultrasound skills teaching in the medical curriculum internationally and nationally, with an exploration around inherent obstacles encountered as well as possible and practical solutions. The reporting will include evidence of its effectiveness and efficiency. The literature review resulted in the production of an accepted methodology for integrating ultrasound vertically and horizontally in our medical curriculum. Several unique obstacles encountered in our delivery of the curriculum as well as the methods deployed to overcome these obstacles was useful for our long term planning. The study concluded with the development of tools for monitoring progress and assessment of its effectiveness and efficiency, and for evaluating the ultrasound skills learning according to learner satisfaction, learning gain, learner impact and institutional impact.</p> <p>Specific sessions with the students incorporating clinical cases, ultrasound in conjunction with Anatomage tables and other medical imaging were essential for learning. Student satisfaction and feedback from clinical practice partners indicated that the incorporation of ultrasound is essential for the preparing of our students for clinical practice, especially in undergraduate training.</p>	Marise Heyns
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83	Are there any professional development benefits in creating educational podcasts?	<p>Podcasts have been around for over two decades, in recent years, they have gained renewed interest in education. Many educationalists and institutions have created podcasts inviting topical educational discourses. This could be due to our increasingly flexible way of learning; podcasts enable us to learn anywhere and anytime. For the purpose of this study, the definition of podcast is audio only resources.</p> <p>Podcasts are relatively easy to learn and cheap to produce; it requires basic audio production skills and the equipment is reasonably affordable (Forbes &amp; Khoo, 2015; Friere, 2023). They reach a wide range of audience via RSS (you subscribe to a podcast, new episodes are downloaded automatically) and via various online channels.</p> <p>There is a body of literature exploring the benefits of using podcasts in students' learning. For example, their greater flexibility and accessibility (Carvalho et al., 2009); students can download and play the podcasts anywhere, anytime and repeat on demand (Drew, 2017). Podcasts can lower classroom barriers, such as languages and different abilities (Woodward, 2022). Furthermore, teachers can use different tones of voice to express emotions, students might feel more included as if they were part of the conversation (Forbes &amp; Khoo, 2015).</p> <p>However, the benefits to the podcasters' professional development are unclear, not least in the literature related to educational podcasts. In this session, we will explore some key literature, such as Childs et al. (2023) suggesting the beginning of a dialogue promoting the benefits of educational podcasts, for the podcasters. Particularly, when podcasting is done in a storytelling way, which provokes emotional connections with the audience (Carvalho et al., 2009) and triggers reflection from the podcasters. I will present some preliminary findings from my doctoral study that investigates the experiences of a group of educational podcasters, their reflections on professional gains (if any) from their podcasts. I will also invite the audience to discuss what we believe the future might hold for educational podcasts.</p>	Puiyin Wong
		<p>References:</p> <p>* Childs, M., Collins, M., Secker, J., &amp; Morrison, C. (2023). A word in your ear: What do podcasters' experiences tell us about creating podcasts for professional development? <i>Journal of Play in Adulthood</i>, 5(1), 20–45. <a href="https://doi.org/10.5920/jpa.1269">https://doi.org/10.5920/jpa.1269</a> [<a href="https://doi.org/10.5920/jpa.1269">https://doi.org/10.5920/jpa.1269</a>]</p> <p>* Forbes, D., &amp; Khoo, E. (2015). Voice over distance: A case of podcasting for learning in online teacher education. <i>36(3)</i>, 335–350. <a href="https://doi.org/10.1080/01587919.2015.1084074">https://doi.org/10.1080/01587919.2015.1084074</a> [<a href="https://doi.org/10.1080/01587919.2015.1084074">https://doi.org/10.1080/01587919.2015.1084074</a>]</p> <p>* Friere, J. (n.d.). TalkingHE Special—ALT 30—Podcasting as Pedagogy—Jorge Friere hosts Puiyin Wong, Santanu Vasant, Dr Mark Childs and Dominic Pates by TalkingHE [Podcast]. Retrieved 5 October 2023, from <a href="https://podcasters.spotify.com/pod/show/talkinghe/episodes/TalkingHE-Special---ALT-30---Podcasting-as-Pedagogy---Jorge-Friere-hosts-Puiyin-Wong--Santanu-Vasant--Dr-Mark-Childs-and-Dominic-Pates-e28s4ua">https://podcasters.spotify.com/pod/show/talkinghe/episodes/TalkingHE-Special---ALT-30---Podcasting-as-Pedagogy---Jorge-Friere-hosts-Puiyin-Wong--Santanu-Vasant--Dr-Mark-Childs-and-Dominic-Pates-e28s4ua</a> [<a href="https://podcasters.spotify.com/pod/show/talkinghe/episodes/TalkingHE-Special---ALT-30---Podcasting-as-Pedagogy---Jorge-Friere-hosts-Puiyin-Wong--Santanu-Vasant--Dr-Mark-Childs-and-Dominic-Pates-e28s4ua">https://podcasters.spotify.com/pod/show/talkinghe/episodes/TalkingHE-Special---ALT-30---Podcasting-as-Pedagogy---Jorge-Friere-hosts-Puiyin-Wong--Santanu-Vasant--Dr-Mark-Childs-and-Dominic-Pates-e28s4ua</a>]</p>	

84	<p>Bridging Digital Divides: Cultivating Student-Staff-Creator Partnerships for Future-Ready Skills in Education</p>	<p>In the ever-evolving digital landscape, developing robust digital competencies is paramount for both educators and students (Limniou et al., 2021; Yasir et al., 2022; Pathiranage and Karunaratne, 2023). This workshop will explore an innovative student-staff partnership developed in collaboration with University of Winchester known as Winchester Digital Academy, developed by the Head of Technology Enhanced Learning, a PhD Student and former successful content creator, and an international consultant and voice actor. The initiative focuses on equipping students with cutting-edge digital skills through a comprehensive program encompassing AI, social media, content creation, and more. This program, structured around mentoring and hands-on workshops, leverages the unique strengths of each partner to create a dynamic and immersive learning experience (Baumber et al., 2020; Gravett, 2020).</p> <p>The collaborative nature of this partnership has enabled us to draw on diverse expertise and perspectives, enhancing the programme's quality and relevance (Marquis, E. et al, 2019; Gravett, 2022, Healey and France, 2024). The involvement of students, student-creators and international creators has provided invaluable insights for staff into future-oriented skills in content creation, digital research, and digital wellbeing, as well as enriching our understanding of global digital trends and practices. Together, we have crafted a curriculum that not only imparts technical skills but also fosters creativity, critical thinking, and collaboration structured through a curriculum made in discussion with students. Throughout this workshop, we will share the journey of cultivating this partnership, highlighting key strategies and lessons learned. We will also discuss the challenges encountered and how they were overcome, such as funding limitations and staff workloads, providing practical insights for others seeking to develop similar initiatives. Participants will learn about the importance of clear communication, mutual respect, and shared goals in building successful partnerships.</p> <p>Additionally, we will explore the broader implications of our program, including its impact on students' employability and readiness for the digital economy. We will present case studies and testimonials from a range of participants where all students from undergraduate to doctoral student attended, illustrating the transformative potential of our approach. The workshop will also include interactive elements, encouraging attendees to reflect on their own experiences and consider new partnership opportunities in their contexts. As we look to the future where we expect to triple the amount of student attendance for 24/25, we are keen to expand our network and explore new collaborations. We invite educators, industry professionals, and policymakers to join us in this dialogue, sharing their insights and perspectives on cultivating effective partnerships for digital skills development and if they have considered the way in which they encounter creativity in the digital world with pluri-perspectives and future orientation in mind (Glaveanu and Beghetto, 2022).</p> <p>This workshop aims to inspire and equip participants with the knowledge and tools to develop their own collaborative initiatives, fostering a culture of innovation and continuous learning in the digital age. Join us as we continue to work towards bridging digital divides, and helping others with the same vision.</p>	<p>Jennifer Crowdy, Benjamin Dumack, Dave Barber</p>
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85	<p>The Role of Learning Types in Shaping MOOC Learner Engagement and Progression</p>	<p>Utilising the ABC Learning Design based on the ABC curriculum design method (Young &amp; Perović 2016) and the Conversational Framework (Laurillard 2012), specifically the six learning types that underpin that model, eight Massive Open Online Courses (MOOCs) from Coursera or FutureLearn were examined. These MOOCs were selected because they represented a wide range of disciplines, assessment options, and course structures. This paper will demonstrate how the application of various learning types impacts how learners engage with the material, progress through the course, and how it influences their commitment to continue learning (Martin and Bolliger 2018). Additionally, results from this research provide evidence of how the frequency and sequencing of learning types create opportunities for learners to engage with content in a meaningful way.</p> <p>By synthesising the secondary data from pre-course surveys, exit surveys, end-of-course surveys, comment sections, and several other course metrics, including but not limited to the watch-through rates and technical feedback of over 400 videos, course completion, assessment completion, and learner satisfaction, seven key areas of impactful course design were identified and will be explored throughout this paper. These key areas will focus on the following elements of course design (1) quality and duration of videos, (2) balance and distribution of acquisition learning types (3) structure of discussions, (4) effective guidance for exploration activities, (5) balance of assessment and feedback opportunities, (6) Utilisation of e-learning tools and plug-ins, and (7) Successfully leveraging the synergies between the learning types in online course design. This empirical research will present evidence on how learning types can be successfully deployed in course design and course design sequencing.</p>	<p>Hannah John, John Kerr, Guillaume Andrieux</p>
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<p>86</p>	<p>Reviewing and re-imagining opportunities and barriers to fostering playful engagement in learning technology professional spaces</p>	<p>In 2019 The University of Edinburgh's Information Services Group (ISG) implemented a Playful Engagement strategy to re-imagine and foster a workplace environment and culture where innovation, playful learning, and creative engagement are embedded in our practices and services.</p> <p>The strategy encompassed the way that services, tools, learning technologies, practice, communication, and community are supported across the Group and provided out with the University, and broader local, national, and global interests across four focused goals:</p> <ol style="list-style-type: none"> <li>1. Facilitate the development of playful innovators, researchers, and creators.</li> <li>2. Promote creative, playful, and innovative use of technologies and tools in ISG services.</li> <li>3. Utilise our world-class libraries and collections in innovative and engaging ways to enrich our services.</li> <li>4. Support a healthy work life balance, and a positive and engaging work environment.</li> </ol> <p>Since 2020 there have been many changes to how we work and provide services both in person and with a greater shift online and into digital. We recruited a Playful Engagement intern to work alongside us to review, reflect and re-imagine our ISG Playful Engagement strategy alongside these changes. This review focused on managerial level uptake and implementation, particularly reflecting on where and how the strategy provided opportunities for managers across the Group to use playful approaches within their teams' work practices, communities, and the provision of services, and on identifying and then seeking to re-imagine and overcome barriers to playfulness.</p> <p>In this session we will present how playful engagement has been utilised within The University of Edinburgh's Information Services Group (ISG) with examples of re-imagined practice and provision of learning technology services. Attendees will be led through a short activity of the practices used in our focus groups to identify perceived opportunities and barriers to playfulness in the workplace. These will include undertaking a participatory research method used in Empathy mapping called "cultural probing" (Liebutė, L., &amp; Cerneviciute, J., 2022). Then as a whole we will round the activity out gathering participants' output using Ketsos methodology (Bates, J. S., 2016) stimulate discussion and encourage participation at multiple levels. Session attendees' output will then be compared with those from our playful engagement review. Then outline the implementation of the Playful Engagement strategy review and where we have re-imagined approaches and practices to re-imagine the way we work and provide our services</p> <p>A Padlet board will be provided for conference attendees who want to contribute thoughts and ideas on the opportunities and barriers in fostering playful engagement in learning technology professional spaces.</p> <p>Bates, J. S. (2016). What's Ketsos? A Tool for Researchers, Educators, and Practitioners. <i>Journal of Human Sciences and Extension</i>, 4(2), 12. DOI: <a href="https://doi.org/10.54718/IODU6809">https://doi.org/10.54718/IODU6809</a> [<a href="https://doi.org/10.54718/IODU6809">https://doi.org/10.54718/IODU6809</a>]</p> <p>Liebutė, L., &amp; Cerneviciute, J. (2022). CULTURAL PROBES METHOD IN DESIGN RESEARCH: CREATIVITY IN SKETCHES. <i>Creativity Studies</i>, 15(1), 169–181. <a href="https://doi.org/10.3846/cs.2022.15473">https://doi.org/10.3846/cs.2022.15473</a> [<a href="https://doi.org/10.3846/cs.2022.15473">https://doi.org/10.3846/cs.2022.15473</a>]</p>	<p>Stephanie Charlie Farley, Ayaan Ahmed</p>
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87	<p>Harnessing digital assessment tools to strengthen partnerships and improve assessment literacy</p>	<p>The Faculty of Environment at the University of Leeds offers students a diverse range of authentic practical and theoretical learning and assessment activities involving field trips, laboratory work, report writing, video presentations, and groupwork. However, previous challenges in developing digital assessment literacy training for both teaching and professional services staff has compromised assessment facilitation and workflows across schools and departments, therefore jeopardising student assessment experiences. For example, a reliance on referenced written essay submissions requires similarity checking and often supports less authentic assessment types. Furthermore, whilst staff can become complacent in the use of a single tool to facilitate this, they still may not know how to utilise it effectively (for example, how to use rubrics, where to find statistics, or how to download information to use elsewhere). Therefore, a training need was identified to make staff aware and knowledgeable of the various integrated assessment tools from the University's arsenal and why each should be used. This need was also the catalyst that encouraged teaching and professional services staff to share and understand each other's needs and work towards the common goal of advancing student assessment experiences and reducing staff workloads.</p> <p>Whilst the faculty recently experienced developments in its professional services structure, and whilst the University continues to implement changes from its wider Curriculum Redefined and Digital Transformation strategies, the faculty's Digital Education Enhancement (DEE) team seized the opportunity to create our training solution, which continues to be used. During this presentation, the team's Blackboard digital assessment training module will be demonstrated. This module enables staff to experience assessment as a student before gaining access to short training videos on how to setup submissions, harness different marking and feedback methods, and publish grades and feedback to students (via Blackboard's Gradebook) and download information (as spreadsheets). The content was created and delivered consistently within the same module for the faculty's four most utilised tools: Turnitin, Gradescope, Blackboard Assignment, and Blackboard Test.</p> <p>Importantly, the module's construction was informed by centralised digital education guidance produced by the University's Digital Education Systems team, as well as insights from assessment leads embedded in schools and professional services. This ensured the information was relevant to Faculty of Environment (e.g., through the inclusion of real assessment briefs). Drawing from Fawns' 'entangled pedagogy', our presentation demonstrates the importance of addressing assessment realistically as an experience influenced by multiple stakeholders with various perspectives, needs, and workflows, rather than something that's pedagogically or technologically driven. This presentation will therefore highlight how the DEE team leveraged its new digital assessment offer to develop long-lasting relationships with newly restructured and re-branded professional services teams, as well as with faculty assessment leads, in order to share and understand each other's needs and work towards improving assessment in a mutually beneficial way.</p>	Edward Wilson-Stephens
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88	Embedding the Student Voice: Collaborating with Students to Enhance the Student Experience and Improve Engagement	<p>In November 2022, the central Technology Enhanced Learning (TEL) team at Queen Mary University of London (QMUL) partnered with the Faculty of Humanities and Social Sciences to embark on a pilot to embed the student voice in digital provision.</p> <p>Eight (8) Student Digital Champions were recruited as part of a 3-month pilot project and were initially tasked with evaluating the automated captions on lecture recordings and determining their usefulness. 15 courses were selected across various schools to identify variance in the accuracy of the ASR transcripts and captions.</p> <p>The Student Digital Champions reviewed captions and surveyed 159 other students. As suspected, the accuracy of the captions and transcripts produced automatically were an issue for students but the feedback from the surveys gave great insight into how current students use captions - reporting that 10% of respondents use captions or transcripts for accessibility purposes, but the majority use them for note taking (67%) or further understanding of material and terminology (63%). The students also stated that:</p> <ol style="list-style-type: none"> <li>1. Captions are now a part of a student's life – in other areas as well, including: TikTok, YouTube and other videos, with c. 80% of students using captions by default.</li> <li>2. Many students turn captions on by default on lecture recordings, even if they don't have any specific accessibility needs.</li> <li>3. Students have come to rely on captions, and this is especially useful when revising for exams or completing assignments – as they can search the captions for keywords and jump to that section of the recording.</li> </ol> <p>We continue to work with AV technicians and students to improve our classrooms equipment, lecture recordings and captions.</p> <p>Following the pilot's success, in May 2023 the TEL team recruited six (6) TEL Student Ambassadors in recognition that students have more experience in understanding the student journey today. This understanding makes them better equipped to engage their peers and share their personal experiences with other students on their use of the technologies at QMUL and ensures that their voice is heard in the improvement process.</p> <p>Three (3) of the six TEL Student Ambassadors spent summer 2023 reviewing our new student induction programme and revamping it. We then recruited a further three (3) students to deliver student induction sessions in September 2023 and January 2024, alongside a member of the TEL team, if needed.</p> <p>Background: the TEL team typically deliver approximately 40-50 induction sessions for new students during Welcome Week in September and January each year. These student induction sessions are attended by over 1,500 new students.</p> <p>In this 15-minute ALT-C presentation, we will hear from our TEL Student Ambassadors and learn how they reshaped and re-energised our student induction programme by:</p> <ol style="list-style-type: none"> <li>1. Creating and delivering c. 50 engaging 45-minute induction sessions for new students</li> <li>2. Designing and building an interactive online new students site in Moodle (with currently over 4,800 new student participants)</li> <li>3. Using social media platforms creatively to connect with students and share their experiences</li> </ol> <p>We will also share our lessons learned and next steps in this student collaboration journey.</p>	Alysa Bramble, Ahrebah Ahmed, Irha Khalid, Surjit Uppal
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89	<p>Learning Collaboratively and Assessment Feedback: Perspectives from a Technology-Enhanced Platform in a University Undergraduate Course</p>	<p>Students learn from each other when a group of two or more of them collaborate towards a common objective. Through interaction and knowledge sharing, students make a collective progress while working on tasks. This presentation revolves around a peer-led, tutor-moderated endeavour aimed at facilitating feedback exchange among students prior to final assessment submission.</p> <p>The initiative operated through a dedicated online platform where students could upload drafts and provide feedback to their peers and receive comments on their own work. Despite persistent reminders, participation remained low. In-depth interviews and focus groups with students revealed several factors contributing to this issue. Some of the more recurring aspects related to time constraints, competing deadlines, unfamiliarity with the platform, and lack of a lack of engagement in similar initiatives. To address these challenges, future efforts will focus on providing ample upload time, offering guidance on the benefits of feedback exchange, and demonstrating platform functionality.</p>	Asad Ghalib
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90	<p>Collaboration. Our experience of remote working with Miro to support teams who are also working remotely to deliver learning to students who are studying remotely.</p>	<p>Four years ago lockdown forced us to switch from face to face collaboration to remote. The steep learning curve we found ourselves on to become experts in collaboration technologies has turned out to have provided incredibly useful opportunities. Not just for delivering remote learning, but also for remote teamwork, day to day planning, and learning design. Roll forward four years to 2024 and some of the things we picked up on that very steep learning curve have turned out to be incredibly useful for not only learning, but also day-to-day learning design and planning. The Open University is a distance learning university with most staff working hybrid or fully remotely. Our Learning Design team supports academics and production teams to develop learning for over 200,000 students who are studying remotely. The use of technology to facilitate remote working and collaboration has become essential for us and for the remote teams that we are working with.</p> <p>One of the tools that we started to use extensively in our online workshops and planning sessions was the interactive virtual whiteboard or pinboard. Initially as a team we used Padlet, working with module teams to create 'storyboards' for what a module, chunks of a module, or just individual activities would look like – including all of the elements that need to be considered for good learning on sticky notes that could be moved around the board. It provided good results. We were able to create a shared space where all parties could contribute actively</p> <p>Then along came Miro with its impressive flexibility, which the team now use almost exclusively. With increased tool functionality and usability, and greater confidence in our own skills, we've expanded it to work as much more than just a storyboard.</p> <p>In this presentation we'll cover 3 strands to share how we are using it most effectively.</p> <ul style="list-style-type: none"> <li>* Team collaboration: Our STEM Learning Designers board which started out using KANBAN and notes fields as an agile management tool. This has since extended organically to include spaces for ideation, asynchronous project planning, team celebration, promotion collating and sharing resources, achievement shoutouts, etc., and has become central to our team identity and community.</li> <li>* Cross-team collaboration: A board used by our Green Gown Award-winning Learning Design Sustainability group to capture transformational and systems thinking ideas, plan strategy, share plans in an open and collaborative way, make connections, celebrate success and capture achievements and intentions on a timeline.</li> <li>* Institutional-level collaboration: How we create learning design boards for developing new courses with everything we need to support colleagues in one place, encouraging asynchronous engagement in activities including, for example, useful resources, activity design, storyboarding, constructive alignment, and EDIA information and tips. It's become a one-stop shop encouraging engagement, ownership, and creativity.</li> </ul>	<p>Shawndra Hayes-Budgen, Kathleen Calder</p>
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91	Reimagining University Assessments in the Era of Artificial Intelligence: Reflecting on Past Practices and Charting a Path Forward	<p>As the influence of Artificial Intelligence (AI) continues to permeate various sectors, its impact on education, particularly university assessments, becomes increasingly significant. This paper explores the evolving landscape of university assessments in the context of AI, reflecting on past practices and proposing strategies to navigate this new terrain. Drawing upon existing literature and recent developments, this paper examines the role of AI in reshaping assessment methodologies, tools, and various strategies and mechanisms.</p> <p>The paper reflects on the challenges and opportunities presented by AI integration, including concerns about integrity, fairness, privacy, and the changing nature of student-teacher interactions. By critically analysing past practices and current trends, this paper aims to chart a path forward for reinventing and reimagining university assessments in the era of Artificial Intelligence, offering insights and recommendations for a range of primary and secondary stakeholders: educators, students, and policymakers.</p>	Asad Ghalib
92	Navigating the Accelerated Growth of Artificial Intelligence in Higher Education: Strategies and Approaches for Educational Leaders	<p>As Artificial Intelligence continues to permeate into and transform the landscape of higher education at an unprecedented pace, educational leaders face the daunting task of keeping up with this rapid evolution. This paper explores the challenges posed by the swift rise of AI in higher education and offers strategies and approaches for educational leaders to effectively navigate this dynamic environment. Through a comprehensive review of existing literature and case studies, the paper explores various aspects of AI in the sector, including its impact on teaching and learning, students' assessment and the resulting ethical considerations. Additionally, it analyses successful strategies employed by educational leaders to leverage AI technologies for enhancing student success, promoting equity and inclusion, and fostering innovation in teaching and research. By synthesizing key insights and best practices, this paper aims to provide educational leaders with practical guidance and actionable recommendations for effectively harnessing the potential of AI to advance their institutions and serve the needs of diverse student populations.</p>	Asad Ghalib
93	Harnessing the Power of Collaboration between Librarians and IT Professionals	<p>Join our workshop as we explore how academic libraries and IT departments can work together to meet the current and emerging needs of patrons. As highlighted in Technology from Sage's latest Librarian Futures report, The Librarian Skills Landscape [<a href="https://www.technologyfromsage.com/librarian-futures-report-part-3/">https://www.technologyfromsage.com/librarian-futures-report-part-3/</a>], librarian confidence in answering patron questions on the use of generative AI in their studies is low. Meanwhile, many librarians see digital literacies as important skills to cultivate in the near-future.</p> <p>Within our workshop, our two librarian speakers will provide valuable insights into how librarians and IT professionals can work together to meet emerging challenges for patrons head on and ultimately strengthen inter-library relationships. We will explore the dangers in there being no collaborative partnerships in place between librarian and IT departments and practical examples of combined projects with positive outcomes for both the academic library and patrons. Finally, we will discuss how cross-collaboration between these departments can increase skillsets and confidence in supporting patrons with ethical AI use in their studies.</p> <p>The workshop will conclude with a Q&amp;A discussion for sharing ideas, lessons and solutions to facilitate collaboration and effective working relationships between librarians and IT professionals.</p>	Matthew Weldon, Adam Snook

<p>94</p>	<p>eCampusOntario's Ed Tech Sandbox: A Collaborative Platform for Innovation and Experimentation</p>	<p>The rapid development and adoption of educational technologies (EdTech) poses both opportunities and challenges for higher education institutions. On one hand, Ed Tech can enhance teaching and learning experiences, support student engagement and success, and foster innovation and collaboration. On the other hand, EdTech can also create barriers and risks, such as accessibility issues, privacy concerns, ethical dilemmas, and implementation difficulties. In an era where budgets are increasingly constrained, institutions benefit from ways to derisk technology purchasing and pedagogical implementations. Finding cost effective ways to do this while supporting EdTech vendors to find pedagogical proof of principle validation has the added benefit of supporting new startups in the region. This is why eCampusOntario provides our sector with a platform for exploration, evaluation, and sharing EdTech solutions in a safe and supportive environment.</p> <p>eCampusOntario is a non-profit organization that supports Ontario's publicly funded colleges and universities in advancing online and technology-enabled learning. One of its initiatives is the EdTech Sandbox, a web-based platform that provides access to a curated collection of EdTech tools and resources for educators and technology vendors. The EdTech Sandbox aims to facilitate the discovery, experimentation, and evaluation of EdTech solutions, as well as to foster a community of practice and feedback among its users. The EdTech Sandbox is designed to address the following needs and challenges:</p> <ul style="list-style-type: none"> <li>·How to find and select the most appropriate EdTech tools for specific learning contexts and outcomes?</li> <li>·How to test and pilot EdTech tools without compromising the quality and integrity of the learning environment?</li> <li>·How to provide and receive feedback on EdTech tools from peers and experts?</li> <li>·How to showcase and promote EdTech innovations and best practices?</li> <li>·How to collaborate and network with other EdTech stakeholders and partners?</li> </ul> <p>The EdTech Sandbox offers several benefits and implications for educators and technology vendors. For educators, the EdTech Sandbox can help them to:</p> <ul style="list-style-type: none"> <li>·Discover and access a variety of EdTech tools and resources that are relevant, reliable, and user-friendly.</li> <li>·Experiment and evaluate EdTech tools in a sandbox environment that is separate from their live courses and programs.</li> <li>·Share and learn from the experiences and insights of other educators who have used the EdTech tools.</li> <li>·Enhance their digital skills and competencies, and foster a culture of innovation and openness in their teaching practices.</li> <li>·Achieve cost-effective experimentation.</li> </ul> <p>For technology vendors, the EdTech Sandbox can help them to:</p> <ul style="list-style-type: none"> <li>·Showcase and demonstrate their EdTech products and services to a large and diverse audience of educators and learners.</li> <li>·Receive and incorporate feedback and suggestions from the EdTech Sandbox users to improve their solutions</li> </ul>	<p>Robert Luke</p>
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95	Digital Skills for Emerging Leaders	<p>The Digital Skills for Emerging Leaders workshop uses current research to enable participants to develop vital functional and critical digital skills and explore how digital and data literacy aid problem-solving and innovation.</p> <p>The workshop uses practical, real-life examples to empower participants to apply these skills effectively as a leader, especially when adopting new technologies.</p> <p>Another of the key ingredients for successful leadership is the ability to reflect effectively on our professional practice. The workshop also explores a range of powerful reflective models and investigates how to apply them, using action planning and documenting which reflects the rich possibilities in our digital world. Participants can develop a structured approach to reflecting on their day-to-day work, their current role as a leader and where they might want your career journey to progress next.</p> <p>Participants will be given access to a Micro-Credential Course to continue their learning after the workshop. The course will guide participants to the develop functional, critical and reflective digital skills to empower the journey as a leader. The course designers know first-hand how hard it can be to find a path to leadership that is both effective and authentically reflects our priorities and values. Development of critical digital skills is an important step on the leadership path and this course offers the opportunity for participants to learn with and from inspiring leaders in education and training.</p>	Lynne Taylerson, John Kilroy
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<p>96</p>	<p>Partnerships in Practice: Insights from Developing Media-Rich Open Educational Resources</p>	<p>In the evolving landscape of digital learning in higher education, partnerships play a critical role in fostering innovation and improving educational outcomes. In this presentation, we discuss lessons learned from a university-wide initiative focused on the creation of media-rich reusable open educational resources (OERs) across 20 diverse projects. By examining the collaborative strategies employed, we highlight the importance of internal and external partnerships in overcoming the challenges of resource-intensive media production and enhancing digital literacy among academic staff.</p> <p>Throughout this initiative, we facilitated numerous partnerships, both internally within the university and externally with national and international collaborators. Internally, partnerships between academic staff and learning technologists ensured that the learning resources produced were not only high-quality but also tailored to meet the specific pedagogical needs of learners in different disciplines (Cronin, 2017). Externally, collaborations with SMEs, vendors, content creators and reviewers provided additional capacity and perspectives, enriching the overall quality and impact of the initiative (Wiley, 2007).</p> <p>Additionally, our collaboration with the funding authority, which provided the parameters for the funded projects along with financial and reporting guidelines, enabled us to align our initiative with broader educational strategies, further enhancing the project's credibility and sustainability (Windle et al., 2010).</p> <p>We will discuss lessons learned from these partnerships including:</p> <ol style="list-style-type: none"> <li>1. Clear Communication and Mutual Understanding: Establishing shared goals and expectations early in the process helped align efforts and ensure a cohesive approach to OER development.</li> <li>2. Flexible Frameworks for Collaboration: Adopting an integrated approach, incorporating elements from both the SAM (Successive Approximation Model) and AGILE project management frameworks, allowed us to set clear milestones, maintain flexibility, and continuously adapt to feedback and changing requirements (Mayer, 2009).</li> <li>3. Peer Evaluation: Regular peer reviews were integral to our process, providing opportunities for feedback and iterative improvements. This approach helped maintain high-quality standards and fostered a culture of continuous enhancement (Cronin, 2017).</li> </ol>	<p>Shane Cronin</p>
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<p>98</p>	<p>Negotiating the competing demands of home, work and learning through improved self-efficacy in online CPD for healthcare professionals</p>	<p>This research is centred around how health care professionals (HCPs) working within the National Health Service (NHS) in England, particularly those with additional responsibilities, approach online learning for continuous education and what the best practice would be to benefit their learning and increase self-efficacy.</p> <p>A narrative literature review showed that HCPs struggle to balance the competing demands and distractions of home and work. Online learning for continuous professional development (CPD) may benefit this group of learners as it is flexible and increases accessibility to learning. Self-efficacy predicts online competence and literacy (D'Souza et al., 2023) and is a critical factor for learner engagement. However, the review also found that self-efficacy around online learning skills and systems is often low. Studies on online learning since the Covid-19 pandemic have largely concentrated on learning in Higher Education Institutions rather than online and blended education for CPD. The review has further shown that self-efficacy levels and engagement with online learning can also relate to different learner demographics and other characteristics.</p> <p>This study employs a mixed methods case study approach using an Online Learning Self Efficacy Scale, semi-structured interviews and learner analytics. The data collection focuses on collecting information about learners' experiences and feelings surrounding using technology for learning, particularly where it relates to CPD. It aims to investigate whether factors such as clinical specialism and employment grade relate to self-efficacy for online learning. Additionally, it aims to determine whether those learners with additional caring responsibility have differing experiences and confidence with online learning for CPS, compared to those that lack these responsibilities.</p> <p>Findings from two case studies with National Clinically Led workforcE and Activity Redesign Programme learners (approx. n = 30) aim to address the need for more research on how different demographic groups of HCPs engage with online learning and how their self-efficacy may relate to this engagement. The presentation will focus on initial findings from a group of eight mental health clinicians who studied CLEAR Complete. The data collection from this group took place in the last two weeks of May 2024.</p> <p>This work contributes to knowledge surrounding self-efficacy for online learning for HCPs in England and how demographic groups construct their self-efficacy. It aims to improve online self-efficacy for HCPs working within the NHS, contribute to healthcare education policies, and create more equitable learning for disadvantaged demographic groups. Several insights from this work can also be transferrable to other domains, such as CPD in other fields.</p> <p>References</p> <p>D'Souza, C. et al. (2023) 'Learning self-efficacies influence on e-servicescapes: rethinking post-pandemic pedagogy', <i>Journal of Services Marketing</i>, 37(5), pp. 636–649. Available at: <a href="https://doi.org/10.1108/JSM-05-2022-0179">https://doi.org/10.1108/JSM-05-2022-0179</a>.</p>	<p>Helen Darlaston, Maria Aristeidou, Duncan Banks, Christine Pleines</p>
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99	<p>Time-Saving Tech, Multitasking and the Productivity Trap: Insights from Slow Pedagogy for Critical Digital Learning</p>	<p>Many recently developed generative AI tools promise to save us time. A flourishing industry of books, podcasts, and social media channels encourage us to develop habits to become faster, busier, and more productive. Accessible content formats such as subtitles and audio files offer the option to maximise learning time, enabling us to watch content on our commute or listen to resources while exercising. Meanwhile: we face high rates of stress, anxiety, and burnout; we struggle to switch off from our devices; we consume more, while feeling we actually engage with less. What might a slow pedagogical approach offer instead?</p> <p>Slow Pedagogy emerged over the past couple of decades as an offshoot of the Slow Food movement, a now-global campaign originating in Italy in the 1980s in opposition to the "fast food" industry. Adopting and adapting the approach of the Slow Food movement, Slow Pedagogy opposes a "culture of speed" in education contexts (Berg and Seeber, 2016). Slow Pedagogy joins critical pedagogical approaches, such as playful learning, embodied learning, and pedagogy of compassion, in emphasising wellbeing, pleasure, and sustainability in the learning process. While Slow Pedagogy has received attention in the higher education contexts of research and publication, there is as yet little engagement with Slow Pedagogy in relation to e-learning or digital learning. This short-but-slow presentation will examine the qualities of slowness that we might want to incorporate into our approach to developing flexible and digital learning materials, encouraging reflection on how and why our practice matters.</p>	Sabine Sharp
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100	Sound together in the live learning experience	<p>Feeling part of a community has proven to be a fundamental aspect of our social experience in online and offline environments. Notions of camaraderie and reconsidered creative landscapes fuel a seemingly utopian online learning experience.</p> <p>Through the format of online podcasts and broadcasts, a selection of podcast excerpts will question themes surrounding community, DIY methodology and sound. Proposing to reimagine our approach to art and technology through the development of a teaching and learning audio education project. Pedagogy and curriculum are reimaged in tandem with a practice based arts digital radio station and artwork, founded by Roshni in 2015. Roshni is also a creative practitioner and artist currently working at the University of the Arts London in the Digital Learning Practice team part of the UAL teaching and learning exchange.</p> <p>This work has influenced a community oriented approach and supported a student centred project through disseminating the benefits of podcast and media pedagogies across (CCW) Camberwell, Chelsea and Wimbledon colleges of Art and Design. This project took place across the different schools of art, design and performance leading to a series of local educational podcasts made in partnership with students and staff. Future iterations plan to further question themes surrounding online community, agency, digital inequality and access to studio based technological innovations.</p> <p>Although sonic practice supported the creation of this hybrid initiative, I believe the value in understanding the role of community in the curriculum is through the lens of this project, driven by the integration and understanding of art and technology, working together in sync.</p> <p>Staff and student collaboration was cultivated across all six UAL colleges using this initiative as the starting point. Learnings included digital consultation practices that highlight the nuances in individual and group experiences of digital learning practice across each college staff and student cohort. We're always interested in welcoming new partnerships with other education institutions and digital education teams interested in exploring the benefits of educational audio practices.</p> <p>Elements of discourse and soundscape will shape this paper, presenting interviews, recordings and excerpts taken from all iterations of this live project. We question democratic and sustainable approaches to inclusive pedagogy, and we examine the cultural relevance, social desire, intimacy and necessity of listening to audio amongst mixed level student cohorts. Exploring the advantages and collaborative nature of utilising audio in hybrid education to facilitate cross college collaborations.</p>	Roshni Bhagotra
101	Do we like the 'like' button?: An evidence-based analysis of its benefits in supporting learner engagement	<p>This study investigated the effects of adding a 'like' button to Canvas discussion forums in three 6-week online courses at Cambridge University Press &amp; Assessment. The study aimed to answer three key questions: whether the 'like' button increased learner engagement, whether it reduced the number of learner written responses, and whether it reduced the quality of learner written responses. A range of data points indicating level and quality of discussion interaction were drawn from three sets of 'like-enabled' courses and three of the same courses acting as controls. Results suggest that the 'like' button may provide a marginal increase in overall interaction, but may come at the cost of written interactions and the proportion of meaningful responses provided by the learner. However, the correlation analysis indicates that the decline in meaningful responses is not likely to be caused by the 'like' button functionality.</p>	Catherine Pineo, Stewart Utley
ALTI	Awards Winners Showcase		

ALT10	The Truth About ASR, Captioning & Free Accessibility Tools: How UK Leaders Use & Perceive Existing Ed-Tech	A student's sense of belonging begins in the classroom, but it's shaped by experiences across every touchpoint of the institution. Making those experiences available to all students is crucial, and advanced AI & automatic speech recognition technologies are democratizing accessibility so it can be delivered inside and outside of the classroom. While ASR technologies were once feared as 'not accessible enough,' strides have been made to improve and customize them to bring them to the regulatory levels needed.	Dan Breen
ALT11	Understanding the Anxious Generation of Students - How to Engage		Matt Baker
ALT12	Best practice in developing learning technologies – lessons from innovators in VocTech		Caroline O'Donnell, Mahreen Ferdous, Claire Legg-Mellar
ALT14	Let's talk about anything apart from AI!		Rich Goodman
ALT15	Working together. The evolution of digital assessment - practices and technology to support the move away from traditional examinations	But not all ASR tools deliver the same results.	Martin Jenkins, Harvey Tayman
ALT16	Policy Update	David Kernohan from Wonkhe explores the latest updates in UK higher education policy, and takes questions	David Kernohan
ALT2	EchoPoll: Fuelling Transformational Change with Actionable Learning Insights	Echo360 is proud to sponsor this year's conference theme, "Reviewing, reflecting, re-imagining". This is very apt as many institutions rely on Ecosystem products such as EchoPoll and EchoVideo to gain valuable insights into student understanding, navigate complexities, spark creativity and drive transformative change.  Join us to explore how EchoPoll (Echo360's student engagement and formative assessment solution) can enhance your teaching and learning practices. We'll delve into practical strategies for creating effective polls and quizzes, analysing student responses, and using data to inform your instructional decisions. With over 20 years of experience in education, Echo360 is committed to providing educators with the tools they need to succeed. Let us show you how EchoPoll can support your journey to creating more engaging and effective learning experiences.  Are two Chris's really better than one? Come find out!	Chris Clow, Chris Bull
ALT4	CMALT - Becoming an Assessor		

ALT5	AmplifyFE: Exploring communities of practice and harnessing their power	<p>The #AmplifyFE team invite you to join us in this session to explore the key findings from our latest AmplifyFE Communities of Practice Sector Audit, delve into our Insight Report and case studies and discover ways you can harness the power of the #AmplifyFE community.</p> <p>Alongside this we will outline the important community-building work already done through the #AmplifyFE podcasts, webinars, blogs and online spaces and invite you to discover how the #AmplifyFE community can help you to raise your profile and work in the FE sector and beyond.</p> <p>The #AmplifyFE community is now over 3,000 practitioners strong and is growing fast. We will explain how you can join the community to amplify your FE voice by showcasing a project, demonstrating digital skills and pedagogy, reaching out to the community to pose questions or get feedback, promoting an event or celebrating a success that you've had.</p> <p>Join us at ALTC24 so together we can #AmplifyFE.</p>	Emma Procter-Legg, Lynne Taylerson
ALT7	ALT West Midlands - Don't Forget about You: Career Development for Learning Technologists	<p>Our industry can feel simultaneously overwhelmed with opportunities and bogged down in the day-to-day, and it's difficult to know which direction you might want to focus your career development. In this session, we'll discuss the different development opportunities available, both formal and informal, and what impact they could have on your career. This isn't about career progression necessarily, but about increasing job satisfaction through your own development and finding ways to prioritise that often overlooked person: you!</p>	Alison Gibson, Lynne Taylerson
ALT8	Explore the new CMALT candidate course and hear what else we've been working on!	<p>Get a sneak peak at the new CMALT candidate course and hear how the King's Digital team have worked to design and develop the course with ALT. We will also share some of the other changes we've introduced to CMALT this year.</p>	Elisa Valarani, Michael Kay, Hazel Deacon, Tash Ferenczy, Bobbie Apps, Lai Yan Wong, Evelyn Huang, Bill Matthews, Kerry Pinny, Fiona Jones, Richard Oelmann