



Learning Technologist of the Year Awards

The Association for Learning Technology's Learning Technologist of the Year Awards celebrate and reward excellent practice and outstanding achievement in the Learning Technology field and promote intelligent use of Learning Technology on a national scale.

The Awards are open to individuals and teams based anywhere in the world.

The Awards were supported by Catalyst IT Europe Ltd and were presented at the 2018 ALT Annual conference in Manchester on the evening of 12 September 2018.

The Awards were presented by Catalyst's Sam Lewis, Chair of ALT Sheila MacNeill and one of last year's winners, Chrissi Nerantzi.

Celebrating our Award Makers



In order to mark ALT's 25th anniversary a special edition of Learning Technologist of the Year Awards were produced by Jennifer Hodgeman from Hereford College of Art.

Working in collaboration with course leader Helen Marton and lecturer James Smith, led by Scholarship and Enterprise Development Manager, Sarah-Jane Crowson, the design brief for students from Contemporary Design Crafts B.A (Hons), Textiles B.A (Hons) and Fine Art M.A was to find creative ways to show where analogue meets digital – this reflects the broad range of Learning Technology professional practice and achievements that the Awards celebrate.

The winning design by Jennifer Hodgeman is created in slate and laser engraved with binary code – it nods to the history, the heritage and tangibility of slate works to communicate ideas of how analogue works in dialogue with digital.

Individual Awards



Winner

Paul Driver, Anglia Ruskin University

Paul Driver is a Learning Technologist from Anglia Ruskin University, is committed to exploring how technology creates new opportunities for learning. He has pioneered the creation of immersive 360-degree learning scenarios developing authentic, real-world environments that students would otherwise not have access to.



Joint second place

Ros Walker, then University of Huddersfield

Ros Walker is passionate about supporting all staff and students to access digital technologies. Whilst working at the University Of Huddersfield she was based in Computing and Library Services but also sat in Disability and wellbeing services. This allowed her to see the bigger picture and find opportunities to respond to needs in different ways. She successfully set up a new service called HudStudy, offering personalised support with technology for learning for staff and students.



Peter Shukie, Blackburn College

Peter Shuckie from Blackburn College uses technology to bridge the gaps between institutions and communities – bringing people together through the development of the project networks, the scope of the technology modules and the integration of technology support, community groups and a Community Open Online Courses (COOCs) platform. He believes that technology allows us to reimagine who creates learning and knowledge and rethink what teaching might be.

Team Awards



Winner

Dublin City University (DCU) Learning Portfolio team

Dublin City University (DCU) Learning Portfolio team is comprised of Mark Glynn (Head of Teaching Enhancement Unit), Lisa Donaldson (Learning Portfolio Lead), and Chloe Langan, Niamh Gurrin and Mirenda Rosenberg (student ambassadors).

The student voice was key to championing the rollout and adoption of the Reflect Learning Portfolio platform to all students and faculty in DCU in 2017/2018, with student ambassadors a critical part of the team from the outset.



Second place

Student Video Support Assistants, University of Lincoln

Lincoln's Student Video Support Assistant (VSA) team emphasizes the role of the student as academic collaborators in the production of new knowledge for staff and students alike. The VSAs work alongside staff to create relevant, appropriate and student-focussed resources whilst simultaneously developing professional skills and practical experience.

This successful collaboration has resulted in nearly 300 video projects to date.



Highly commended

University of Derby – Technology-Enhanced Learning Team

The Technology-Enhanced Learning Team at the University of Derby bring passion and creativity to their work. In the last year they have developed and are leading on the implementation of a new institutional TEL Strategy 2017-2021 delivering excellence across four key areas: Digital Practice, Digital Capability, Digital Infrastructure and a Data & Research informed approach.

Research Project of the Year



Winner

Gaming for Graduates: Exploring the use of video games to develop graduate attributes

Dr Matthew Barr at the University of Glasgow, is winner of the inaugural Research Project of the Year Award, with the research project he led 'Gaming for Graduates' which investigated the use of video games to develop sought-after 'graduate attributes'.

Barr, M. (2017). Video games can develop graduate skills in higher education students: A randomised trial. *Computers & Education*, 113, 86–97. <https://doi.org/10.1016/j.compedu.2017.05.016>

Barr, M. (2018). Student attitudes to games-based skills development: Learning from video games in higher education. *Computers in Human Behavior*, 80, 283–294. <https://doi.org/10.1016/j.chb.2017.11.030>



Joint second place

Technology enhanced learning strategy documents in UK HEIs

Michael Flavin and co-researcher Valentina Quintero undertook a content analysis of technology-enhanced learning strategies of UK Higher Education Institutions (HEIs). The project exposed a faultline in many technology-enhanced learning strategies, because of the extent to which they are disengaged from practice.

Flavin, M. and Quintero, V. (2018) UK higher education institutions' technology-enhanced learning strategies from the perspective of disruptive innovation

Research in Learning Technology 26: 1987:
<http://dx.doi.org/10.25304/rlt.v26.1987>



Students' Responses to Learner Dashboards

Dr Liz Bennett's project investigated students' learning responses to receiving dashboard data. The study was funded by a Scoping Award from the Society for Research in Higher Education and provides a critical understanding of the emergent field of learning analytics from students' point of view.

The Project Report is available from the completed research area of the SRHE website: <https://www.srhe.ac.uk/downloads/>



Highly commended

A Survey of the Learning Behaviour of Open University Students

This project is the culmination of 18 months' work seeking to understand how best to utilise new technologies for the benefit of distance learning students at The Open University.

Ellis, E.; Gallagher, A. and Peasgood, A. (2018). A Survey of the Learning Behaviour of Open University students. The Open University. <http://oro.open.ac.uk/55590/>



#VLEIreland Research Project

Virtual learning environments (VLEs) remain pervasive in higher education institutions (HEIs) including those in Ireland. Since 2008, we have sought to address this as a multi-institutional group of educational developers in Ireland by tracing the adoption and impact of the VLE across Irish higher education.

More information at: <https://vleireland.wordpress.com/>

Community Choice Award



Winner

Dublin City University (DCU) Learning Portfolio team

The individual, team and research awards were chosen by a panel of judges. Everybody had the opportunity to vote for the Community Choice Award from the judges shortlisted finalists.

If you or your team have been inspired by the winners from previous years, we encourage you to consider entering for the Awards. Further information about the Awards and how to enter is available at www.alt.ac.uk/LTAwards.

catalyst 

open source technologists

Catalyst are a global team of learning technology specialists. We unleash the power of Open Source solutions such as Moodle LMS to deliver enterprise grade systems for university, public and not-for-profit customers. Catalyst empower our clients with the freedom to innovate. This means:

- ◇ the freedom to define your own VLE road map;
- ◇ the freedom to add community or custom developed plug-ins to your VLE platform;
- ◇ the freedom to scale and extend your VLE to reach users across the world.

Whether in the cloud or on your own premises, our managed hosting service will take your VLE performance to new heights, safely. With our comprehensive service level guarantees, you can leave the technical challenges and distractions to us. Freeing you to focus on pedagogy and content – the things that truly add value to your users.