

Digital Learning Conference 2019

Leading in a Digital Age

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Section 1

Teesside University Campus Map

Campus Map

December 2018 - October 2019



UNIVERSITY BUILDINGS

CAMPUS HEART

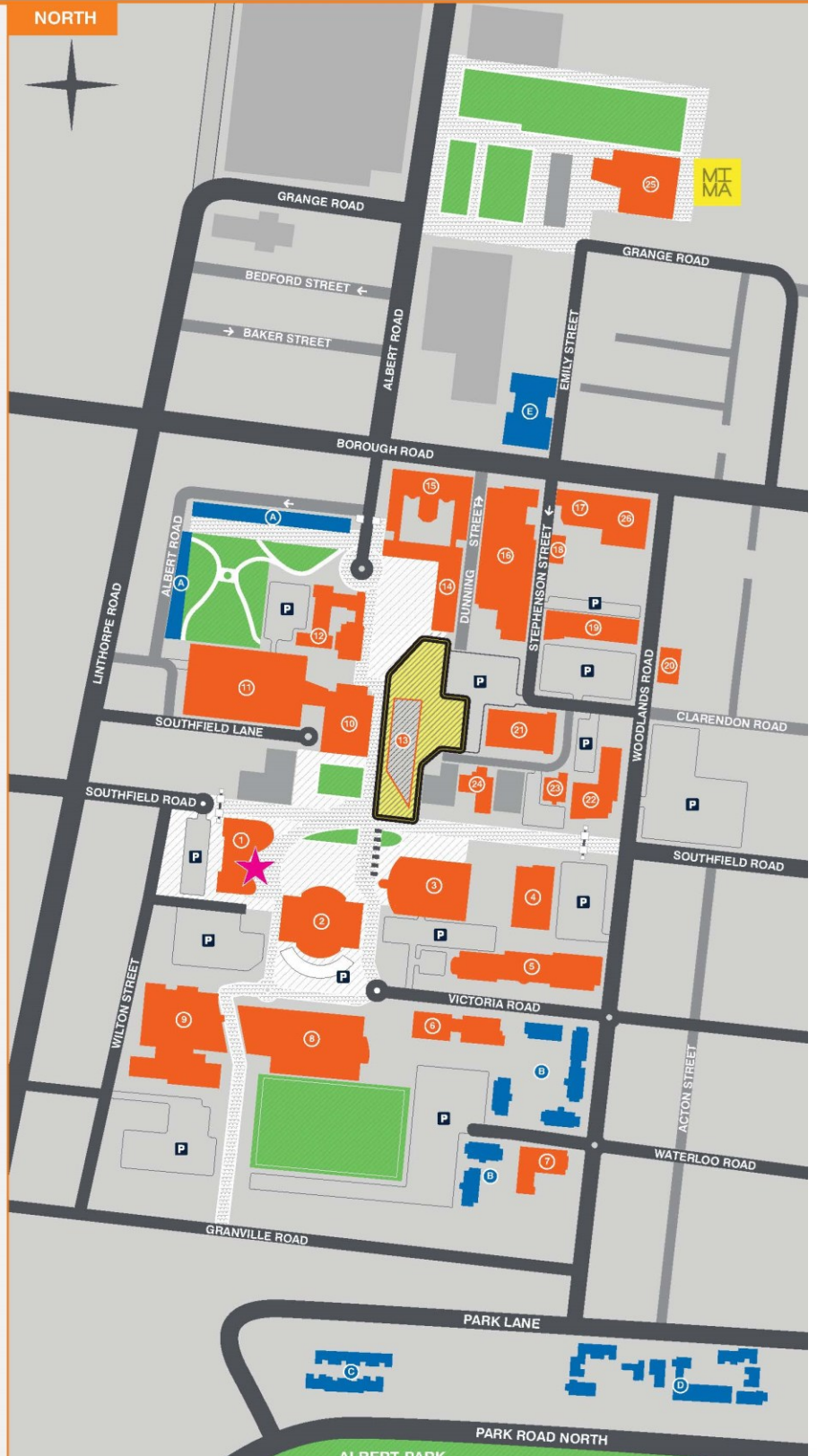
1	The Curve	(T)
2	Library	(L)
3	Students' Union	

4	Greig	(G)
5	Europa (Student Centre)	(IT/OL)
6	Victoria	(V)
7	Mercuria	(MC)
8	Olympia	(OLY)
9	Centuria Centuria South	(H) (HS)
10	Business School	
11	Clarendon	(CL)
12	Waterhouse	(W)
13	Student Life Estimated completion Autumn 2019	
14	Middlesbrough Tower	(M)
15	Constantine	(C)
16	Stephenson	(IC)
17	Cook	(CK)
18	Foster	(F)
19	Phoenix	(P)
20	Education House	
21	Orion	(CE)
22	Athena	(A)
23	University House	(UH)
24	Aurora	(AH)
25	mima Middlesbrough Institute of Modern Art	
26	The Printworks Corporate and Professional Services	
★	Main Entrance	

ACCOMMODATION

- A King Edward's Square
- B Woodlands Halls
- C West Parkside Village
- D East Parkside Village
- E Teesside Central Halls

Construction site (no access)



Section 2

Conference Programme

9.00am – 9.25am	Registration and refreshments The Curve, First Floor Foyer		
9.30am – 9.45am	Introduction and Opening Remarks Professor Mark Simpson, Pro-Vice Chancellor, Learning and Teaching and Dr Jonathan Eaton, Academic Registrar T1.10, The Curve		
9.45am – 10.45am	Keynote Speaker - Professor Sue Black, Durham University If I can do it, so can you T1.10, The Curve		
10.45am – 10.55am	Break		
10.55am – 11.25am	Amy Icke Online Learning and Innovation Manager, The Girls' Day School Trust (GDST) Crossing the road without a lollipop lady: online teacher education in the digital age T1.01	Jonny Munby, Senior Lecturer in Accounting, Teesside University Business School Lesley Smitheringale, Principle Lecturer (Staffing and Resources), Teesside University Business School Dr Gill Owens, Head of Department (Business Management), Teesside University Business School "This has changed my life!" – An account of early adoption of innovations in TUBS; the FFL Toolkit, computerised exams and online rubrics. T1.02	Dr Robert Costello, Newcastle College University Centre Murray Lambert, Newcastle College University Centre Lucy Smith, women making games An Innovative approach of using Mobile Gaming in the Classroom to bridge, well being, anxiety, depression, and isolation. T1.07
11.30am – 12.00pm	Jamie Middle, Client Director, Solution Path Learner Analytics T1.10, The Curve		
12.00pm – 12.30pm	Tina Toulis, UK HE Leader, Adobe Just clicking: Digital experiences from the design studio to the classroom T1.10, The Curve		
12.30pm – 1.20pm	Lunch, The HUB, Students Union		
1.30pm – 2.30pm	Keynote Speaker - Paul Feldman, Chief Executive, Jisc Revolutionise Higher Education Teaching, Learning and Research – it's in your hands T1.10, The Curve		
2.30pm – 3.30pm	Steve Williams, Head of Mergers and Acquisitions/HE Specialist, Waterstons Ltd What we expect in our graduates – perspectives from HE, employers and consulting T1.10, The Curve		
3.30pm – 4.00pm	Dr Samantha Gooneratne, Principal Lecturer, School of Science & Engineering, Teesside University Sumetha Karthigeyen, Digital Learning Developer, Academic Registry, Teesside University Using focused screencasts to enhance learning and feedback in the traditional learning space T1.01	Anne Llewellyn, Deputy Director (Learning Development) Student and Library Services, Teesside University Simon Lee, Deputy Director (Resilience, Sport and Wellbeing) Student and Library Services, Teesside University Digital empowerment for student success: a case study of student support. T1.02	Dominic Lusardi (Managing Director, Animmersion) T1.07

Section 3

Conference Abstracts

KEYNOTE SPEAKERS

MORNING KEYNOTE SPEAKER

Professor Sue Black (Durham University).

If I can do it, so can you.

9.45am -10.45am, T1.10.

An award winning Computer Scientist, Technology Evangelist and Digital Skills Expert, Professor Sue Black was awarded an OBE for “services to technology” in the 2016 Queen’s New Year’s Honours list. She is Professor of Computer Science and Technology Evangelist in the Department of Computer Science at Durham University, a UK government advisor, thought leader, Trustee at Comic Relief, social entrepreneur, writer and public speaker. Sue set up the UK’s first online network for women in tech BCSWomen in 1998 and led the campaign to save Bletchley Park. Sue’s first book Saving Bletchley Park details the social media campaign she led to save Bletchley Park from 2008-2011, it has been an Amazon UK bestseller.

‘If I can do it, so can you’ is the inspiring and motivating story of one woman’s determination to succeed. 25 years ago Professor Sue Black was a single parent with three small children living on a council estate in Brixton. She is now one of the top 50 women in tech in Europe, received an OBE and just been appointed to the Government Advisory body shaping digital services. Sue talks about how she brought her family out of poverty and built a successful career through education, passion and a determination to succeed.

AFTERNOON KEYNOTE SPEAKER

Paul Feldman (Chief Executive, Jisc).

Revolutionise Higher Education Teaching, Learning and Research – it’s in your hands.

1.30pm - 2.30pm, T1.10.

Paul is the chief executive of Jisc, the UK higher, further education and skills sectors’ not-for-profit organisation for digital services and solutions, a position he took up in mid-October 2015. Most recently Paul was an executive partner at Gartner UK, a technology research and advisory firm. Paul spent over 20 years in financial services at Nationwide Building Society, Barclays Bank and First Data EMEA, both in IT and business roles. He has also worked in knowledge-based IT companies including Thomson Reuters Legal UK and the Intellectual Property Office. Paul has a track record in introducing innovative solutions, was in the vanguard of the first moves to use the internet for commercial purposes, and led the work that resulted in same-day payments between bank accounts

MORNING SESSIONS

Crossing the road without a lollipop lady: online teacher education in the digital age.

Amy Icke (Online Learning and Innovation Manager, The Girls’ Day School Trust).

10.55am - 11.25am, T1.01.

Technological advancements are altering the global landscape, shifting organisations in new directions. Against this backdrop, schools need to support their students for an unknown world, with a prediction that, ‘800 million workers globally could be displaced by robotic automation by 2030’ and that the half-life of a skill is now only four and a half years, compared to 26 years a generation ago.

Recognising these challenges, the Girls’ Day School Trust (GDST) successfully bid for funding to create a commissioned MOOC (hosted on FutureLearn) on building digital skills for educators.

Alongside outlining the specifics of this project, the presentation will also address what our experience of creating MOOCs for teachers taught us about the challenges facing educators who are supporting

students to develop the skills and knowledge needed to succeed in the digital age.

“This has changed my life!” – An account of early adoption of innovations in TUBS; the FFL Toolkit, computerised exams and online rubrics.

Jonny Munby (Senior Lecturer in Accounting, Teesside University Business School).

Lesley Smitheringale (Principle Lecturer (Staffing and Resources), Teesside University Business School).

Dr Gill Owens (Head of Department (Business Management), Teesside University Business School).

10.55am - 11.25am, T1.02.

As academics preparing our students for their future careers, we need to be mindful of the “tsunami of disruptive technology” that they will inevitably encounter in the Fourth Industrial Revolution (Dorr, 2017; World Economic Forum, 2018) and the digital skills that will be required of them in the workplace. We likewise need to identify and adopt potential benefits that these technologies afford us, such as improved consistency and efficiency in assessments and marking.

Technological change in organisations, such as the adoption of the Future Facing Learning (FFL) Toolkit, requires cultural change. Change faces resistance in a number of forms and in order to be successful in change, benefits must be communicated, and individuals in teams must be involved in the process in order to bring about personal change before corporate change occurs.

In the 2018/19 academic year, within TUBS a few Innovators and Early Adopters have trialed aspects of the FFL toolkit and also explored innovative assessment methods that provide benefits for students and academics.

We share positive experiences of using the toolkit in the classroom as well as detailing some specific

changes to assessments (computerised exams, online rubrics).

We discuss tangible evidence of benefits to learning and to efficiencies in the use of staff time.

An Innovative approach of using Mobile Gaming in the Classroom to bridge, well being, anxiety, depression, and isolation.

Dr Robert Costello, Newcastle College University Centre.

Murray Lambert, Newcastle College University Centre.

Lucy Smith, women making games.

10.55am - 11.25am, T1.07.

Games technologies have been used within education and industry for many years to improve retention, engagement and motivation. This whole concept of applying games and gaming technologies can have a dynamic affect on how one individual can interact with others. Advanced technologies from mobiles to tablets have enabled abundance of learning tools and interactive games to be implemented to assist with innovative learning and teaching. The present research explores the use of Mobile Learning (ML) and MMO's to strengthen group prospection of teams, improve retentions, wellbeing and other health related issues. Through using Pokémon Go as a baseline application experimental research will be conducted to enable not just HE participants but also individuals from industry to engage in activities, challenges and look at Health (well being). Educators can harness this positive relationship by using collaborative/individual projects, tutorials, and training programmes, through gaming examples or gaming engines to harness the student's ability, rewarding their progress with a variety of different types of intrinsic and extrinsic motivational techniques to enhance and empower the way they learn and to maximise the results from the learning process.

To support innovative learning and through Empirical research, Mixed Methods will be used to capture participants thoughts, beliefs, values and wellbeing, not only that but also tracking activities associated with the games in groups. The research will be conducted and measured throughout the academic year, from September 2018 to June 2019. There is significant evidence to show that the use of ML in classroom and in industry through secondary and primary data that the use of technology is beneficial depending on the influences from the participants. The contributions from these findings should provide the basics for further research into different studies involving MMO's and ML.

Learner Analytics.

Jamie Middle (Client Director, Solutionpath).

11.30am – 12.00pm, T1.10.

Solutionpath StREAM is a digital engagement learner analytics platform that was co-designed in-sector to help institutions identify and manage risk within their cohorts whilst addressing a number of institutional imperatives such as wellbeing initiatives, academic outcomes and ultimately improving student retention and progression rates.

Co-founded in 2003, Solutionpath have worked in partnership with some of the UK's top higher education providers to create a learning analytics platform which helps institutions to leverage existing data and turn it into actionable insights which support positive student outcomes.

In this session, Solutionpath will be providing an overview and then demonstration of their learner analytics platform.

Just clicking: Digital experiences from the design studio to the classroom.

Tina Touli (UK HE Leader, Adobe).

12.00pm - 12.30pm, T1.10.

Digital transformation impacts all aspects of our day to day experiences in both work and education. Shifting between collaborative studio spaces, physical classrooms and online learning environments allow for unlimited access to information and learning opportunities unrestricted by geography.

Our challenge as creators and educators is to empathise with our students and understand their needs. It is necessary to find the balance between assisting students with their first steps on their learning journey and providing them with “space” to just “click around”, to explore and develop their knowledge and passion. Building confidence is critical to getting students ready to leave their comfort zones and explore new skills and fields by themselves in the future.

Maintaining the concept of a “classroom”, even if it is a digital classroom is crucial and ensures a notion of social and collaborative learning. Classmates provide challenges, solutions and are most likely to become future colleagues.

AFTERNOON SESSIONS:

What we expect in our graduates – perspectives from HE, employers and consulting.

Steve Williams (Head of Mergers and Acquisitions/HE Specialist, Waterstons Ltd).

2.30pm - 3.30pm, T1.10.

Universities have a mandate, and a societal duty, to prepare students for the future. Discipline skills are obvious, but this also involves culture and preparedness for the workplace in many aspects, not least digital. In making his recommendations, Steve will reflect on his experience as a CIO, leading large IT teams in business, government and HE; on his research into the barriers facing online learning; on the work that led to his Principal Fellowship of the HEA – the first IT leader to be given the award, and as a consultant to HE and business.

As a reflection on practice, rather than on a theoretical construct, this session will use many real examples and extrapolate from the specific to the general. Steve will use good practice from HE and beyond, including challenges from other sectors.

There should be something in Steve's session for everyone in the audience. The presentation will cover:

- What will be 'normal' when today's stage one students graduate – and what do universities need to do about this?
- What do employers really look for?
- Recruiting to culture
- Second-order thinking
- Digital fluency as well as digital literacy
- Is 'Digital' different, or is it just IT dressed up in a sparkly suit?
- Why effective universities must respond quickly; the benefits of a collaborative approach and the damage done by 'corporate stodginess.'
- Reflections for you, in your role.

There will be ample time for questions and discussion. Please come armed with your provocations and challenges.

Using focused screencasts to enhance learning and feedback in the traditional learning space.

Dr Samantha Gooneratne (Principal Lecturer, School of Science & Engineering, Teesside University).

Sumetha Karthigeyen (Digital Learning Developer, Academic Registry, Teesside University).

3.30pm - 4.00pm, T1.01.

Screencasts have become a key feature in Higher Education, with many institutions mandating its use to capture all taught sessions. Whilst this lecture

capture can be useful in facilitating flexible engagement with lecture content, it has limited use in clarifying concepts that students already find challenging, and limited added pedagogical value when compared with traditional face-to-face delivery. A large (N=1160) study of lecture capture viewing patterns by Soong et al. found that the majority of respondents watched only selected portions of lecture captures, which supports the notion that shorter, more focused screencasts might serve as a more suitable supplement to the traditional lecture. This view is supported by Kinnari-Korpela, who explored the use of short videos to support the learning of calculus amongst engineering students, with encouraging results.

A less explored use of screencasts is the provision of feedback to students. There is some literature to support the use of videos to provide individual feedback, however the use of screencasts to provide general feedback is poorly documented.

This work explores the use of short screencasts in undergraduate Chemical Engineering to enhance different aspects of the student learning experience. Three types of screencast are presented – instructional videos to support the use of specific software prior to taught sessions, work-through videos to demonstrate key technical concepts already discussed in taught sessions, and feedback videos to provide visual feedback on computer-based assignments. Qualitative and quantitative results are presented, and experiences of both staff and students are discussed. The findings demonstrate that today's students respond very well to bespoke / personalised digital content and that it is possible to use this format to enrich (rather than replace) traditional content delivery methods. The results also support the continued use of this screencast format with potential for use across the programme.

Digital empowerment for student success: a case study of student support.

Anne Llewellyn (Deputy Director (Learning Development) Student and Library Services, Teesside University).

Simon Lee, (Deputy Director (Resilience, Sport and Wellbeing) Student and Library Services, Teesside University).

3.30pm - 4.00pm, T1.02.

It is well documented that students entering higher education in the 21st Century are encountering a number of issues that may impact on their ability to meet their potential. These include mental health difficulties, stress and anxiety, difficulties in balancing academic studies and personal life, financial difficulties and relationship problems.

Student and Library Services deliver services based on the principles of empowering students for learning and life, adopting an holistic approach to learning gain, based on principles of inclusivity and accessibility. As such we use a range of approaches to support and enable students, including a suite of digital technologies.

For many years, online wellbeing support has been provided through a series of modules, called Silvercloud. This is an interactive online system which delivers computerised self-help therapeutic programmes. We also use assistive technologies to empower students to adapt learning resources and materials to access independent learning and full engagement with their studies. We are developing the use of apps to further support independent control of learning. We are also exploring the use of other online programmes, such as financial education tools and mental fitness apps. In this presentation, we will discuss our holistic model of student enablement and how the technologies underpin this and impact positively in student wellbeing and success.

Dominic Lusardi (Managing Director, Animmersion)

3.30pm - 4.00pm, T1.07.

As managing director at Animmersion, Dominic's role is to develop and grow the business through close client relationships that supports them in consultative way as well as the governance of Animmersion. Dominic's focus is on the business development, work closely with the development team to innovate and bring forward new technologies that benefit clients.

